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ABSTRACT

This annotated bibliography is an annual volume devoted to maintaining a record of graduate work in speech communication, providing abstracts of doctoral dissertations, and making subject area bibliographies available. The contents of this volume include "Studies in Mass Communication: A Selected Bibliography, 1973" by Roland C. Johnson and Kenneth J. Ksobiech; "Behavioral Studies in Communication, 1973: A Selected Bibliography" by Thomas M. Steinfatt; "A Selected Bibliography of Rhetorical Studies, 1973" by Michael C. Leff; "A Selected Bibliography of Public Address, 1973" by Harold Mixon; "Bibliography of Studies in Oral Interpretation, 1973" by James W. Carlsen; "A Bibliography of Theatrical Craftsmanship, 1973" by Christian Moe and Jay E. Raphael; "Abstracts of Doctoral Dissertations in the Field of Speech Communication, 1973" by Cal M. Logue; and "Graduate Theses and Dissertations in the Field of Speech Communication, 1973." Also included is an "Index to Academic Departments Reporting Masters Theses and Doctoral Dissertations," by Flora Lisa Miller. (RB)

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BIBLIOGRAPHIC ANNUAL
IN
SPEECH COMMUNICATION

1974

AN ANNUAL VOLUME DEVOTED TO
MAINTAINING A RECORD OF GRADUATE WORK IN
SPEECH COMMUNICATION, PROVIDING ABSTRACTS
OF DOCTORAL DISSERTATIONS, AND MAKING
AVAILABLE SUBJECT AREA BIBLIOGRAPHIES

PATRICK KENNICOTT
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Associate Executive Secretary for Research
Speech Communication Association
Associate Editors: James W. Carlsen, Rolland C. Johnson, Michael C. Leff, Cal M. Logue, Harold Mixon, Christian Moe, Thomas M. Steinfatt.

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EDITOR'S NOTE

This volume is the fifth consecutively published *Bibliographic Annual in Speech Communication*. Hopefully, it reflects our continued attempt to increase the scope of the *Annual* so as to render it directly relevant to the interests of most teachers and scholars in the field of speech communication.

The reader familiar with previous issues of the *Annual* will note several fundamental changes in this volume. We have subdivided the subject category "rhetoric and public address," presenting a discrete "Selected Bibliography of Public Address, 1973" by Harold Mixon, and a "Selected Bibliography of Rhetorical Studies, 1973" by Michael C. Leff, the new member of our Editorial Board. In addition, we have modified our report of masters thesis and doctoral dissertation titles by classifying titles by subject rather than, as in previous issues of the *Annual*, by "reporting department." And we have added an index to academic departments submitting graduate research reports.

A final important change in this issue is the inclusion, in subject area bibliographies, of references to reported thesis and dissertation titles. Such references are made selectively by title identification number in an attempt to draw appropriate attention to significant graduate research.

Since the information we report reflects a considerable diversity of specialized interests, we have attempted to render the material more easily accessible to students and teachers by publishing our subject-oriented bibliographies *separately* as well as part of the total *Annual* collection. Now, individuals interested in only one of the six subject areas covered by the *Annual* may order, at a greatly reduced price, the single bibliography reflecting that primary interest. Certainly libraries and scholars will continue to profit from ordering the entire volume, but we hope our selective ordering format will encourage increased use of reported information by students and teachers with specialized interests.

To develop an annual bibliography covering a field as broad and diverse as speech communication is an inherently frustrating task. The span of publications relevant to the special subject areas falling under the general rubric of "speech communication" is immense and ever-expanding. The information reported in these publications clearly supports the contention that we are enveloped in an information explosion with no historical counterpart. Expansion and change, in the taxonomies of various subject areas, in the research methodologies employed, and in the priorities emphasized, are central characteristics of the field of speech communication today. It is therefore inevitable that some will preceive aspects of this volume or some of its components as superficial, inadequate, or at the very least arbitrary. We confess, at points, to all three charges and pledge to maintain an open, flexible editorial policy in relation to future issues. We welcome and encourage your reaction to the information to follow.

The compilation of this volume has been made a pleasant and stimulating experience because of the excellent, prompt contributions of each of the Associate Editors and the invaluable, patient, and capable assistance of my Secretary, Flora Miller. Words are insufficient to express my appreciation to them and to Mrs. Carolyn Bastian of Standard Printing Company whose technical assistance was indispensable.

PATRICK C. KENNICOTT

New York City
July 8, 1974

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BIBLIOGRAPHIC ANNUAL
IN SPEECH COMMUNICATION

VOLUME V 1974 ANNUAL

STUDIES IN MASS COMMUNICATION: A SELECTED BIBLIOGRAPHY, 1973

ROLLAND C. JOHNSON and KENNETH J. KSOBIECH
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Indiana University—Bloomington

This is the second annual compilation of "*Studies in Mass Communication;*" the procedure for the present bibliography is identical to that established last year.

A useful bibliography in mass communication is difficult to prepare because of the diversity of its intended audience. The present bibliography attempts to reach researchers/scholars in mass communication whether they be in radio-television, journalism, speech or mass communication departments.

The authors relied on commonly accepted scholarly mass communications journals for all of the articles cited in the present bibliography and the bulk of the books. Other books were cited because of appearance in various monthly complilations of published books, popular press reviews or publisher promotional material. Unless therwise indicated, each item cited was published during the calendar year, 1973.

There was no attempt to cover unpublished materials, speeches, pamphlets, newspapers or government publications. Dissertations and theses are covered in another section of the *Annual.*

For those interested in keeping abreast of new mass media books, a common reference source is *Mass Media Booknotes,* a monthly compilation (now in its fifth year) available from Christopher H. Sterling, Department of Radio-Television-Film, Temple University, Philadelphia, Pa. 19122.

For those interested in keeping abreast of mass communication articles, each journal which commonly carries such research must be examined. Additionally, some current research and popular press articles are cited in annotated bibliographies in each issue of *Journalism Quarterly, Gazette* and the *Journal of Marketing*. Obviously, common indices—for example, *Psychological Abstracts* and the *Business Periodicals Index*—are reference sources of other articles concerning the mass media.

Besides last year's *Annual,* persons interested in earlier research on the mass media might wish to examine some of the following bibliographies:

Blum, Eleanor. Basic books in the mass media: an annotated selected booklist covering general communications, book publishing, broadcasting, film, magazines, newspapers, advertising, indexes and scholarly and professional periodicals. Urbana: U of Illinois Press, 1972.

Danielson, Wayne A., and G. C. Wilhoit, Jr. A computerized bibliography of mass communication research. N.Y.: Magazine Publishers Association, 1967.

Hansen, Donald A., and J. Herschel Parsons. Mass communication: a research bibliography. Santa Barbara, Cal.: Glendessary Press, 1968.

Lichty, Lawrence W. World and international broadcasting: a bibliography. Washington, D.C.: BEA, 1971.

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Price, Warren C., and Calder M. Pickett. An annotated journalism bibliography, 1958-68. Minneapolis: U of Minnesota Press, 1970.

Rafi-Zadeh, Hassan. International mass communications: computerized annotated bibliography. Carbondale: The Honorary Relation-Zone, Southern Illinois U, 1972.

Schact, J. H. A bibliography for the study of magazines. Urbana: Institute of Communications Research, 1972.

Sparks, Kenneth R. A bibliography of doctoral dissertations in television and radio. Syracuse: Syracuse U School of Journalism, 1971.

JOURNAL ABBREVIATIONS

The citations for the present bibliography were obtained from the articles published or cited in annotated bibliographies in the following journals:

AQ*	Advertising Quarterly
AVCR	AV Communication Review
CJR	Columbia Journalism Review
Cinema**	Cinema
EBU	EBU Review
EBR***	Educational Broadcasting Review (see PTR)
FCBJ	Federal Communications Bar Journal
FC	Film Culture
FJ	The Film Journal
FQ	Film Quarterly
G	Gazette: International Journal for Mass Communication Studies
JA	Journal of Advertising
JAR	Journal of Advertising Research
JB	Journal of Broadcasting
JC	The Journal of Communication
JMKtg	Journal of Marketing
JMR****	Journal of Marketing Research
JMRS	Journal of Market Research Society
JM	Journalism Monographs
JQ	Journalism Quarterly
POQ	The Public Opinion Quarterly
PTR	Public Telecommunications Review
QJS	Quarterly Journal of Speech
Screen	Screen: The Journal of the Society for Education in Film and Television
SM	Speech Monographs
SB	Studies of Broadcasting: An International Annual of Broadcasting Science
TVQ	Television Quarterly
VS	Vital Speeches of the Day

*No. 33, Fall, 1972 included along with all 1973 issues

**Only Spring, 1973 available

***Changed title to Public Telecommunications Review after issue 3

****Issues 3 and 4 unavailable for inclusion

I. BOOKS

The English language mass communication-oriented books are categorized as follows:

A. BROADCASTING. Includes historical and contemporary issues in commercial, public and instructional broadcasting both domestic and international. p. 3.

B. FILM AND PHOTOGRAPHY. Includes such things as history, aesthetics, production, criticisms, biographies. p. 5.

C. Journalism and Press. Includes electronic and print journalism, photojournalism, and other areas such as journalism history and the underground press. p. 7.

D. Cable Television and New Technology. Includes CATV, satellites, and alternate media. p. 9.

E. Media and Society. Includes such things as readers in mass communication, mass and popular culture, public opinion, etc. p. 11.

F. Communications Law and Public Policy. Includes telecommunication regulation, pornography, and freedom of speech. p. 11.

G. Research. Includes books, largely methodological, intended for the mass communication researcher. p. 12.

H. Reference and Bibliography. Includes source books, bibliographies, dictionaries, and so on. p. 13.

I. Miscellaneous. Includes anything which was not appropriate in any of the other categories. p. 14.

BOOKS

A. Broadcasting

Alkin, E. G. M. Sound with vision: sound techniques for television and film. New York: Crane, Russak.

Armset, James W. and Norman C. Dahl. An inquiry into the uses of instructional technology. New York: The Ford Foundation.

Barcus, F. Earle. Concerned parents speak out on children's television. Newtonville, Mass.: Action for Children's Television.

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Boyle, Andrew. Only the wind will listen: Reith of the BBC. London: Hutchinson, 1972.

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College carrier current: A survey of 208 campus-limited radio stations. New York: Broadcasting Institute of North America.

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Draper, Benjamin, ed. Pacific nations broadcasting I. San Francisco: Broadcast Industry Conference, San Francisco State U.

The Editors of BM/E Magazine. FM radio station operations handbook. Blue Ridge Summit, Pa.: Tab Books.

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Everest, F. Alton. Acoustic techniques for home and studio. Blue Ridge Summit, Pa.: Tab Books.

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II. ARTICLES

The articles have been subdivided into the following self-explanatory categories:

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BEHAVIORAL STUDIES IN COMMUNICATION, 1973
A SELECTED BIBLIOGRAPHY

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This selected bibliography of studies in communication behavior, covering, largely, the calendar year 1973, was compiled in the following manner. A list of academic journals known to regularly publish behavioral studies related to communication was established and each journal consulted. All relevant articles published in 1973 were identified. In addition, standard references were consulted to identify English language books dealing with communication behavior. Relevant books published during the period January 1, 1973 through December 31, 1973, except for those books cited in the 1972 Bibliography of Behavioral Studies in Communication, were cited. Masters thesis and doctoral dissertation titles listed elsewhere in this volume and particularly relevant to scholars of communication behavior are listed by identification number at the end of each subject category. Letters followed by a number refer to an entry in that letter's section. For example, "P5" refers to the entry numbered "5" in the Persuasion (P) section.

Because of the breadth of the subject and space limitations, our coverage of behavioral studies in communication was regrettably, and somewhat arbitrarily, limited. Journals dealing primarily with language, linguistics, verbal learning, and verbal behavior, though certainly relevant to the subject of communication behavior, were not consulted. And no attempt was made to cite references containing materials only partially relevant to our focus.

Unless otherwise specified, all entries cited were published during the calendar year, 1973. Special thanks are due to my wife, Cherie Berton Steinfatt, for her help in separating, sorting, and alphabetizing each of the entries.

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JOURNAL ABBREVIATIONS

ASQ	Administrative Science Quarterly
AL	Adult Leadership
ABS	American Behavioral Scientist
AJAE	American Journal of Agricultural Economics
AJS	American Journal of Sociology
AP	American Psychologist
ASR	American Sociological Review
AVCR	Audio Visual Communication Review
BSci	Behavioral Science
CSSJ	Central States Speech Journal
Ec	Econometrica
EDCC	Economic Development and Cultural Change
HO	Human Organization
IJCS	International Journal of Comparative Sociology
IRMS	International Review of Modern Sociology
JAR	Journal of Advertising Research
JAP	Journal of Applied Psychology
JASP	Journal of Applied Social Psychology
JB	Journal of Business
JC	Journal of Communication
JCR	Journal of Conflict Resolution
JEdP	Journal of Educational Psychology
JExP	Journal of Experimental Psychology
JESP	Journal of Experimental Social Psychology
JGP	Journal of General Psychology
JHE	Journal of Home Economics
JM	Journal of Marketing
JMR	Journal of Marketing Research
JPer	Journal of Personality
JPSP	Journal of Personality and Social Psychology
JPE	Journal of Political Economy
JPsyR	Journal of Psychological Researches
JPsy	Journal of Psychology
JSI	Journal of Social Issues
JSP	Journal of Social Psychology
JQ	Journalism Quarterly
PB	Psychological Bulletin
PsyRev	Psychological Review
POQ	Public Opinion Quarterly
QJE	Quarterly Journal of Economics
QJS	Quarterly Journal of Speech
RES	Review of Economics and Statistics
RS	Rural Sociology
SciAm	Scientific American
S&G	Simulation and Games
SGB	Small Group Behavior
SF	Social Forces
SR	Sociologia Ruralis
Scmty	Sociometry
SSCJ	Southern Speech Communication Journal
SM	Speech Monographs
ST	Speech Teacher
TS	Today's Speech
UAQ	Urban Affairs Quarterly
WS	Western Speech

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IX. PERSUASION

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X. RESEARCH METHODOLOGY (RM)

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XI. TEACHING (T)

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A SELECTED BIBLIOGRAPHY OF RHETORICAL STUDIES, 1973

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This edition of the *Bibliographic Annual* is the first to include a separate listing for rhetorical theory. The new arrangement offers many advantages, but it also creates some problems for the bibliographer. Rhetoric is a notoriously vague concept, and a wide variety of academic publications report studies directly or indirectly related to the interests of rhetorical theorists. The bibliographer must find some means of sifting through a considerable body of literature and determining which items are appropriate for inclusion within a short survey. A solution to this problem based on theoretical principle requires nothing less than a comprehensive definition of rhetoric. But this task is far too ambitious and difficult for practical purposes. I have, therefore, relied on a more subjective procedure. In reviewing the literature, I have attempted to identify works that would interest my colleagues who normally consult this publication. While this criterion may be insufficiently rigorous, it does seem appropriately rhetorical, since it rests on the concept of audience.

There is the further problem of the overlap between this bibliography and some of the others included within the *Annual*. Some reduplication is unavoidable, since the study of communication cannot be separated into totally discrete components. Nevertheless, there is also a need to establish operational boundaries both for editorial purposes and for the convenience of the reader. The problem proves most difficult in attempting to distinguish between rhetorical studies and the materials covered by the bibliographies of public address and of behavioral studies in communication. In respect to public address, I have included only those books and articles that deal with the theory of rhetorical criticism or that explicitly generalize beyond the context of a specific situation. Thus, works that concentrate on a particular rhetorical event are excluded. In respect to behavioral studies, I have avoided reports on specific experiments and have sought out studies that pertain to the general theory of communication or that bear on areas of interest to traditional rhetoricians. Even so, there are still a great number of entries in this area, and no doubt, there will be a significant overlap between this bibliography and the one devoted to behavioral studies. Yet, given the ambiguity of the boundary between rhetoric and communication theory, it seemed best to avoid serious errors of omission.

The organization of this bibliography generally follows the pattern of earlier bibliographies of rhetoric and public address published in the *Annual*. The first three major divisions deal with the history of rhetorical theory. They are separated by period into: (1) Ancient (to 300 A.D.), (II) Medieval and Renaissance (300-1600), and (III) Modern (1600-1900). These divisions, of course, are somewhat arbitrary, but they do allow for a convenient organization of the materials. In turn, each of these historical sections is further subdivided under the headings: (A) General/Theoretical and (B) Individual Theorists. The General/Theoretical category lists works that survey broad movements in rhetorical theory or that deal with rhetoric in the context of the cultural and intellectual history of a particular period. The fourth and longest main division of the bibliography is devoted to contemporary theory. It is further separated into six sub-categories. These are listed in the table of contents, and, for the most part, are self-explanatory. The heading entitled Language/Style/Semantics ranges over a broad area. It is, I fear, somewhat unwieldy, but I could find no means of further dividing it that was not totally arbitrary and potentially misleading.

It is impotrant to emphasize that this is only a selected bibliography. The subject treated is vast and diverse, and limitations of time and resources make it impossible to aim at anything approaching a comprehensive survey. In keeping with the practice of my predecessors, I would encourage readers to submit significant items not included in the bibliography.

Unless otherwise noted, all entries cited were published during the calendar year, 1973. Selected references to titles of masters theses and doctoral dissertation appear throughout the bibliography. References are made by citing the title identification number. The complete citation appears in the "titles" section of the 1973 *Bibliographic Annual.*

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JOURNAL ABBREVIATIONS

AA	American Anthropologist	ES	English Studies
AJP	American Journal of Philology	ETC	ETC.: A Review of General Semantics
AJS	American Journal of Sociology	JAAC	Journal of Aesthetics and Art Criticism
CCC	College Composition and Communication	JAFA	Journal of the American Forensics Association
CJPh	Canadian Journal of Philosophy	JBL	Journal of Biblical Literature
CSSJ	Central States Speech Journal		
ELH	English Literary History		

JC	Journal of Communication
JHI	Journal of the History of Ideas
MMLA	Midwest Modern Language Association Bulletin
MLN	Modern Language Notes
P&R	Philosophy and Rhetoric
QJS	Quarterly Journal of Speech
RSC	Rivista di Studi Classici
SJPh	Southwestern Journal of Philosophy
SM	Speech Monographs
SSCJ	Southern Speech Communication Journal
ST	Speech Teacher
TS	Today's Speech
WS	Western Speech
ZDL	Zeitshrift für Dilektologie und Linguistik

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A SELECTED BIBLIOGRAPHY OF PUBLIC ADDRESS, 1973

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In previous years the *Bibliographic Annual* has included a bibliography of rhetoric and public address covering a broad scope of rhetorical theory and its application in a wide variety of communicative settings. In the 1973 *Annual,* mass communication and behavioral studies were placed in bibliographies of their own, leaving the rhetoric and public address bibliography to cover rhetorical theory and its application in public speaking. In the present *Annual* rhetoric and public address have been divided into two separate bibliographies. The public address listings will index materials relevant to the study of the practical application of rhetorical theory in the form of public address.

The procedure followed in compiling this bibliography has been to prepare a list of periodicals in speech communication, history, political science, economics, philosophy, philology, law, and other fields which have published materials of interest to students of public address. These periodicals were examined to determine which articles would be of value. The *Cumulative Book Index* and listings of books in the specialized journals were used to determine books which might be of value to the student of public address. Standard bibliographies both of a general nature and in the specialized fields listed above were also consulted for articles, books, and dissertations in fields other than speech communication. From these entries the final bibliography was prepared.

Unless otherwise indicated, all entries are for the year 1973. The identification numbers in the "Also see" listings refer to theses and dissertations listed elsewhere in the *Annual*; asterisks following the dissertation title identification numbers indicate that abstracts appear in the "abstracts" section of this volume. Readers are urged to submit significant items which might have been overlooked in the present bibliography.

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JOURNAL ABBREVIATIONS

AHR	The American Historical Review
AJP	The American Journal of Philology
AL	American Literature
AmQ	American Quarterly
CCSJ	Central States Speech Journal
CWH	Civil War History
CP	Classical Philology
CQ	The Classical Quarterly
CR	The Classical Review
CCC	College Composition and Communication
ELH	ELH: A Journal of Literary History
IPQ	IPQ: International Philosophy Quarterly
JAFA	Journal of the American Forensic Association
JAH	The Journal of American History
JEGP	The Journal of English Germanic Philology
JHI	Journal of the History of Ideas
JISHS	Journal of the Illinois State Historical Society
JP	The Journal of Politics
JPhil	The Journal of Philosophy
JSH	The Journal of Southern History
MLN	Modern Language Notes
MLQ	Modern Language Quarterly
MP	Modern Philology
NH	Nebraska History
NEQ	The New England Quarterly
PQ	Philological Quarterly
P&R	Philosophy & Rhetoric
QJS	The Quarterly Journal of Speech
SAQ	The South Alantic Quarterly
SEL	Studies in English Literature
SM	Speech Monographs
SP	Studies in Philology
SSCJ	The Southern Speech Communication Journal
ST	The Speech Teacher
TS	Today's Speech
WPQ	The Western Political Quarterly
WS	Western Speech
WMQ	The William and Mary Quarterly

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BIBLIOGRAPHY OF STUDIES IN ORAL INTERPRETATION, 1973

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As with the 1972 bibliography, this edition represents a selective collection of books and articles gathered from a broad spectrum of published materials relative to the oral interpretation of literature. Unless otherwise indicated, each citation was published in 1973. Publications from ancillary fields of study such as drama, literary criticism, aesthetics, linguistics, psychology, and education are included if there are important implications for the scholar in oral interpretation. Theses and dissertations are listed elsewhere in this volume with references to appropriate graduate studies by title identification number indicated at the end of pertinent subject area categories. The listings do not include book reviews, reproductions of earlier printings, or convention papers.

The subject area of "Literary Criticism" utilized last year has been changed to "Criticism and Aesthetics" broadening the scope of studies to represent investigations of aesthetic theories and forms, research in the oral traditions of literature, as well as critical approaches to literary art.

A complete listing of citations from *Oral English* edited by William C. Forest and Neil Novelli and *Studies in Interpretation* edited by Esther M. Doyle and Virginia H. Floyd is included in the 1973 bibliography because of the focus on the oral study of literature.

Two non-speech communication journals recommended by the author for their listing of provocative studies of interest to scholars in interpretation are *The Journal of Aesthetics and Art Criticism* and *New Literary History*. Readers are directed to two issues of *New Literary History*, Volume 4 (Winter, 1972 and Winter, 1973) for their inclusion of writings devoted to the topic of interpretation.

The list of abbreviations includes all the journals examined in the bibliography. The author invites any suggestions from readers as to significant items which have been overlooked or comments for future bibliographic efforts.

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JOURNAL ABBREVIATIONS

AS	American Speech
AL	American Literature
BT	Black Theatre
BJA	British Journal of Aesthetics
CSSJ	Central States Speech Journal
CCC	College Composition and Communication
CE	College English
CL	Comparative Literature
CLS	Comparative Literature Studies
ConL	Contemporary Literature
CP	Contemporary Poetry
CD	Critical Digest
CEEAL	Critical Essays in English and American Literature
CQ	Critical Quarterly
CR	Critical Review
CS	Critical Survey
C:QLA	Criticism: A Quarterly for Literature and Art
C:SMF	Critique: Studies in Modern Fiction
DQTR	Drama: The Quarterly Theatre Review
DRAM	Dramatics
DR	Drama Review (formerly Tulane Drama Review)
DT	Drama and Theatre
ETJ	Educational Theatre Journal
EE	Elementary English
ESJ	Elementary School Journal
E	English
EJ	English Journal
ES	English Studies
GT	Grade Teacher
IE	Illinois Education
IJE	Illinois Journal of Education
Ins	Instructor
I	Interpretation
IJL	International Journal of Linguistics
JAAC	Journal of Aesthetics and Art Criticism
JAF	Journal of American Folklore
JABS	Journal of Applied Behavioral Science
JAP	Journal of Applied Psychology
JBL	Journal of Biblical Literature
JBP	Journal of Black Poetry
JCL	Journal of Commonwealth Literature
JC	Journal of Communication
JE	Journal of Education
JEP	Journal of Education and Psychology
JEM	Journal of Educational Measurement
JEdP	Journal of Educational Psychology
JER	Journal of Educational Research
JEE	Journal of Experimental Education
JGE	Journal of General Education
JHE	Journal of Higher Education
JL	Journal of Linguistics
JR	Journal of Reading
JRB	Journal of Reading Behavior
JCJ	Junior College Journal
L:JLSA	Language: Journal of the Linguistic Society of America
LS	Language and Speech
LQ	Language Quarterly
LI	Linguistic Inquiry
L:AIR	Linguistics: An International Review
LM	Literary Monographs
LR	Literary Review
LP	Literature and Psychology
MD	Modern Drama
MFS	Modern Fiction Studies
MID	Modern International Drama
MLJ	Modern Language Journal
MLR	Modern Language Review
NLH	New Literary History
NYRB	New York Review of Books
NCJSD	North Carolina Journal of Speech and Drama
OE	Oral English
PL	Papers in Linguistics
PLL	Papers in Language and Literature
PERF	Performance
PAR	Performing Arts Review
PM	Players Magazine
PP	Plays and Players
Po	Poetry
PN	Poetry Northwest
PR	Poetry Review
PPi	Poetry Pilot
Poe	Poetica
PD	Poetry Dial
PsylR	Psycholinguistic Research
PsyRe	Psychological Record

PMLA	Publications of the Modern Language Association
QJS	Quarterly Journal of Speech
QRL	Quarterly Review of Literature
RRQ	Reading Research Quarterly
RT	Reading Teacher
R:MPC	Review: A Magazine of Poetry and Criticism
RES	Review of English Studies
SR	Saturday Review
SS	Senior Scholastic
SFQ	Southern Folklore Quarterly
SPR	Southern Poetry Review
SSCJ	Southern Speech Communication Journal
SD	Speech and Drama
SM	Speech Monographs
ST	Speech Teacher
SEL	Studies in English Literature
TS	Today's Speech
WS	Western Speech
YT	Yale Theatre

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A BIBLIOGRAPHY OF THEATRICAL CRAFTSMANSHIP, 1973

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Last year's publication of "A Bibliography of Theatrical Craftsmanship, 1972" marked the first step toward an annual bibliography focusing on theatre production and techniques. This index represents the second year of the series and, like its predecessor, places emphasis on live performance and related stage techniques rather than on dramatic theory and criticism or theatre history. (A third year bibliography may be influenced by proposed publication of a recently announced "Theatre/Drama and Speech Index," purporting extensive annual coverage of 1974 periodicals, with initial publication in 1975. Presumably that index would encompass items relating to the theatre crafts, but not individual production reports and reviews.)

The 1973 bibliography has added "educational/children's theatre" to the existing areas of administration and management, acting, directing, design and technology, playwriting, production reports and reviews. The number of articles treating education, creative dramatics, and children's theatre were sufficient enough to warrant a separate category. Another addition has been the listing, at the end of each category, of 1973 theses and dissertations concerning related subject matter and identified by number. Full entries for theses and disertations as identified appear elsewhere in the *Annual.*

Individual entries have been taken from well-known and obtainable English language periodicals and journals. Of the 1972 bibliography's list of thirty-three journals, nine have been deleted (largely owing to cancellation or lack of relevant subject matter) and thirteen have been added. The latter include *Creative Drama, Empirical Research in Theatre, Encore, Institute of Outdoor Drama Newsletter, Polish Review, Quarterly Journal of Speech, Shakespeare Survey, Southern Speech Communication Journal, Southern Theatre, Speech Teacher,* and the following annuals: *Drama in Education 2, Theatre Annual, and Theatre '73.*

The bibliographical information for each entry includes mouth or season (when not consecutively paginated or an annual issue). An exception to this form will be found under "Production Reports and Reviews" where articles, with individual titles eliminated, are listed alphabetically (by author) under the appropriate play. Space limitations have kept cross-references to a minmum. The year of publication is only cited in those cases where the issue date spans 1972 or in the specific instance of one journal omitted last year whose 1972 issues have been picked up. Play reports and reviews relating to a specific play appear under the play title in a continuous sequence separated only by periods rather than as separate listings. The same punctuation is followed with standard reports whose title is repeated in several issues of the same periodical; e.g., "Theatrefacts."

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JOURNAL ABBREVIATIONS

ATB	Asian Theatre Bulletin	PAC	Performing Arts in Canada
CDR	Creative Drama	PERF	Performance
CTJA	Concerned Theatre Japan	PM	Players Magazine
CTR	Children's Theatre Review	POLR	Polish Review
DED	Drama in Education 2	PP	Plays and Players
DQTR	Drama: The Quarterly Theatre Review	QJS	Quarterly Journal of Speech
		SOT	Southern Theatre
DRAM	Dramatics	SS	Shakespeare Survey
DT	Drama and Theater	SSCJ	Southern Speech Communication Journal
ERT	Empirical Research in Theatre		
ETJ	Educational Theatre Journal	ST	Speech Teacher
ENC	Encore	TABS	Tabs
GAM	Gambit	TAN	Theatre Annual
IODN	Institute of Outdoor Drama Newsletter	TC	Theatre Crafts
		TDR	(Tulane) Drama Review
LTR	Latin American Theatre Review	TDT	Theatre Design and Technology
NTM	New Theatre Magazine	TP	Theatre en Pologne
NYT	New York Times (Arts and Leisure Section)	TQ	Theatre Quarterly
		TS	Theatre Survey
NYTCR	New York Theatre Critics Review	T73	Theatre 73
NYTM	New York Times (Magazine Section)	YT	Yale Theatre

I. ADMINISTRATION AND MANAGEMENT

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Anson, Edith N. Rupelstiltskin is alive and well. SOT 2 (Winter), 15.

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Cottrell, June. Concept-oriented theatre in education. CDR 4 (Winter), 5-9.

Courtney, Richard. In my experience. DED 1, 56-69.

Crawford, Dorothy, and Hall, Jeanne. Report on the British national festival of theatre for young people, summer 1973. CTR 4 (December), 6-8.

Crucial question of drama in education, the. TQ 10 (April/June), 61-65.

Culbert, Christine. A London school play: Ladbroke School. DED 1, 139-51.

Daw, David. Improvised drama in foreign language teaching. CDR 5 (Autumn), 39-42.

Demmery, Sylvia. February and March in Australia. CDR 4 (Winter), 34-38.

Dialog. PAC 4 (Winter), 35-36.

Domanska, Wieslaw. Around the press. TP 7 (July), 37-38.

Doolittle, Joyce, and Courtney, Richard. (Postscript by Gerald Tyler). ASSITEJ in North America. DED 1, 236-39.

Drake, Sylvie. Improvisational theatre reaching up to the kids. CTR 2 (June), 14-16.

Duane, Michael. In my innocence. DED 1, 46-54.

Ezekiel, Margaret. A way in. TDT 34 (October), 28-33.

Fairbrother, Mary. Communication in theatre and education. CDR 4 (Winter), 10-15.

Frankowska, Bozena. Competition of puppet theatre soloists. TP 1 (January), 35.

Gamble, Michael W. Don't play with porcupines: the Young People's Theatre of the New York City Center. DED 1, 246-52.

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Hughes, Anna May. Participatory children's theatre. DRAM 6 (May), 17-19.

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Johnson, Albert E. Doctoral projects in progress in theatre arts, 1973. ETJ 2, 226-32.

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Jurkowski, Henryk. The seamy-side of puppet theatres. TP 7 (July), 15-17.

Kogelman, Dorothie R. Exploring the possibilities. DRAM 7 (April), 23-25.

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Lancaster, Fred. Children's theatre in Belfast. DED 1, 253-54.

Lazier, Gil Zahn, Douglas, and Karioth, E. Joseph. Dramatic behavior norms of Florida children. ERT 1 (Summer), 41-70.

Lee, Page. Go Dangle Tales: a discovered play. SOT 2 (Winter), 21-24.

MacKay, Patricia. Tech training at Carnegie-Mellon University. TC 5 (October), 23-30.

MacLaughlin, Robert, and Black, George. The introductory course in acting and directing: a new approach. ETJ 4, 468-73.

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McCarthy, Joseph. Pennsylvania launches traveling players. CTR 3 (September), 5.

Meredith, Patrick. Interrogative, imaginative, imperative! DED 1, 100-9.

Meserve, Walter J., and Ruth I. China's children's theatre: education and propaganda. CTR2 (June), 3-10.

Moore, Steve. Producing a happening for children. CTR 2 (June), 20-23.

Morton, David. Light as a resource for curriculum drama in middle schools. TABS 3, 119-23.

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Morton, Miriam The birth of Peter and the Wolf. CTR 3 (September), 1 4.

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Reeves, Celia. Teaching drama in a multiracial school. CDR 5 (Autumn), 4-8.

Rockwood, Jerome. Can colleges teach theater? NYT 2 (October 14), 1, 12

Rosenberg, Helane S. The actor/teacher at the Belgrade. CTR 2 (June), 11-13.

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Simukoko, Youngson. Chikwakwa, Zambia. DED 1, 263-64.

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Swortzell, Lowell and Nancy. Right on, toady! CTR 2 (June), 18-20.

Turney, Edward. The big little world of Vincent Anthony. SOT 2 (Winter), 16-17.

Twomey, Rosemary. A visit to the Ion Creanga Theatre. CTR 3 (September), 15-16.

Venables, Clare. Clare Venables: university training and the provincial theatre. DED 1, 205-8.

White, Jay Roberts. Under a new roof. PAC 1 (Spring), 27-28.

Wilks, Brian. Beyond the known. DED 1, 83 99.

Woodward, M.O. A Leeds school play: intake. DED 1, 153-64.

Wright, Lin. Cultural diversity and CTA. CTR 4 (December), 3.

Wymark, Olwen. Urban grass roots. GAM 23, 44-48.

Zipes, Jack. Children's theater in the two Germanies. PERF 5 (March/April), 12-21.

[Also see: 26472*, 26474*, 26477, 26497, 26677, 27491*, 27522, 27526* 27562*, 27579, 27623, 27659, 27664, 27681, 27686, 27692, 27704, 27706, 27710, 27721, 27725, 27730, 27735, 27767, and 27775.]

III. ACTING

Amoia, Alba. Today's Roman dialect theatre may not be tomorow's. DT 2 (Winter 1972-1973), 77 79.

Angelou, Maya, and Bullins, Ed. Should black actors play Chekov? NYT 2 (February 4), 1, 16.

Anderson, Michael. Jane Howell: on the side of life. PP 6 (March), 21-23.

Ansorge, Peter. John Wood: oneself and others. PP 11 (August), 26-29.

————. Paul Scofield in style. PP 8 (May), 16-17.

————. Stopping the show. PP 3 (December), 20-23.

Bahs, Clarence W., and Stockwell, John. The relationship of perceptions of the body to pantomimic ability I: body-cathexis. ERT 1 (Summer 1972), 16-29.

Banham, Martin. Freetown workshop: improvisation leads to local documentary. TQ 10 (April/June), 38-43.

Benedetti, Robert L. What we need to learn from the Asian actor. ETJ 4, 463 67.

Berkuist, Robert. Jack spends a little sunshine. NYT 2 (January 7), 1, 7.

————. Miss Johns hits a high note. NYT 2 (March 11), 1, 3.

————. The new Nicol, or the tiger tamed. NYT 2 (June 24), 1, 5.

Berman, Paul. Acting Witkiewicz. POLR 1-2, 19-24.

Bosworth, Patricia. Being a funny girl wasn't enough. NYT 2 (July 15), 1, 5.

Bron, Eleanor. One bare breast. PP 12 (September), 18-19.

Brustein, Robert. And where are our own Diana Riggs? NYT 2 (May 13), 1, 14.

———. Are Britain's actors better than ours? NYT 2 (April 15), 1, 30.

———. Can the young change our theatre? NYT 2 (October 7), 1, 4.

Buck, Joan. Gary Bond and his amazing technicolor career. PP 4 (January), 14-15.

———. The making of A Doll's House: Claire Bloom and Hillard Elkins. PP 6 (March), 18-20.

Chaikin, Joseph. What the actor does. PERF 5 (March/April), 56-59.

Chase, Chris. A pair of perfect fools. NYT 2 (December 2), 1, 6.

———. But did Sarah Bernhardt begin as a package deal? NYT 2 (July 15), 1, 3.

———. Somebody up there likes me? NYT 2 (September 9), 1, 7.

Conference. DQTR 111 (Winter), 77-78.

Coveney, Michael. Faces on the fringe. PP 8 (May), 24-27.

———. Playing it all up. PP 1 (October), 28-31.

———. Rogers and Starr. PP 8 (May), 47-48.

———. Young leads in current musicals. PP 9 (June), 29-31.

Crosby, John. Actors don't retire the way we retire. NYT 2 (December 9), 15.

Culhane, John. School for clowns. NYT 6 (December 30), 10-11, 18-20, 22.

Cushman, Robert. Green room: selling us short. PP 6 (March), 16-17.

Czanerle, Maria. Pen-portrait of an actress: Barbara Krafftówna. TP 2 (February), 17-20.

———. Pen portrait of an actress: Halina Mikolajska. TP 12 (December), 10-12.

———. Pen-portrait of an actress: Irena Eichlerówna. TP 8 (August), 7-9.

Dalton, Timothy. A modern critic. DQTR 108 (Spring), 65-67.

Davis, Ossie. Diana Sands, 1934-1973. NYT 2 (September 30), 3.

de la Tour, Frances, and Kempinski, Tom. Acting in Equity. PP 10 (July), 24-27.

Etherton, Michael. Indigenous performance in Zambia. TQ 10 (April/June), 44-48.

Exploring silent acting. DRAM 8 (May), 22-23.

Fields, Pamela. The mask: building acting skills. DRAM 3 (December), 39-41.

Flatley, Guy. Bewitched, Barbra'd and bewildered. NYT 2 (January 21), 1, 3.

———. Forget your troubles, come on, get Debbie! NYT 2 (February 25), 1, 8.

———. The March man cometh. NYT 2 (May 27), 1, 3.

Fosse, Bob. Irene Ryan, 1902-73. NYT 2 (May 6), 3.

Franey, Ros. The magic touch. PP 1 (October), 36-37.

———. Sheila Hancock in interview. PP 12 (September), 19-21.

Freeman, Arny. I am the standby. The frustration is gigantic. NYT 2 (September 30), 3.

Games and the actor. DED 1, 129-33.

Gibbs, Ramona. The silent language. PP 6 March), 24-29.

Gilbert, W. Stephen. Funny old business. PP 2 (November), 16-20.

Gordon, Ruth. Ernest Truex. NYT 2 (July 15), 3.

Gow, Gordon. Alec McCowen in interview. PP 7 (April), 28-29.

———. Angela Lansbury in interview. PP 10 (July), 16-18.

———. Elaine Stritch in interview. PP 5 (February), 24-25.

———. Finley's Choice. PP 2 (November), 31-33.

———. Keeping it alive. PP 4 (January), 33-35.

———. Saying who you are. PP 1 (October), 20-23.

———. Shakespeare lib. PP 9 (June), 18-21.

Grant, Lee. Selling out to Hollywood, or home is where the work is. NYT 2 (August 12), 1, 3.

Greene, J. Gordon. Part two: the actor auditions. SOT 2 (Winter), 31-32.

Gruen, John. Her face is her fortune. NYT 2 (October 14), 1, 23.

Gunkle, George. Believability in acting: concept into construct. ERT 1 (Summer 1972), 44-51.

Hammond, Jonathan. Drama schools. a report. PP 9 (May), 34-37.

Harrison, Ted. Young Simon Ward. PP 6 (March), 30-31.

Hayman, Ronald. The actor prepares—for what? TQ 11 (July/September), 49 57.

———. The actor's motives. DQTR 108 (Spring), 45-53.

Higham, Charles. Private and proud and Hepburn. NYT 2 (December 9), 3, 21.

Hobgood, Burnett M. Central conceptions in Stanislavski's system. ETJ 2, 147-59.

Kalter, Drew. Betty Field, 1918-1973. NYT 2 (October 14), 4.

Katz, Albert M. Wanted: the illusion of violence not the real thing. PM 4, 179 87.

Kennedy, Harold J. Robert Ryan, 1909-1973. NYT 2 (July 22), 3.

Kerr, Walter. British stars nurse along their writers. NYT 2 (September 9), 1, 18.

——————. Mr. Astaire should know. NYT 2 (June 3), 1, 3.

Klemesrud, Judy. How to vex the ex-Mrs. Rex. NYT 2 (December 16), 3, 37.

——————. Stanley Kowalski loves Gittle Mosca. NYT 2 (June 10), 1, 3.

Lecoq, Jacques. Mime-movement-theatre. YT 1 (Winter), 117-20.

Leech, Michael. Rocking down on the Kings Road. PP 3 (December), 28-31.

——————. A round of Guinness. PP 12 (September), 26-27.

Leiter, Samuel L. Once Kikugoro VII. ATB 2 (Fall/Winter), 5-9.

Long, Thomas R. What is a professional? SOT 3 (Spring), 5 6.

MacLaughlin, Robert, and Black, George. The introductory course in acting and directing: a new approach. ETJ 4, 468-73.

Malkin, Michael R. Using hand puppets to develop skills in improvisation. DRAM 2 (November), 17-18.

Metcalf, C. W. Mime: the bodytongue? SOT 4 (Summer), 9-10.

Miller, Gerald R. Is saying believing? Possible effects of counter attitudinal role-playing on actors' attitudes and self-concept. ERT 1 (Summer 1972), 1-8.

Morley, Sheridan. Acting wisely. PP 12 (September), 37.

Mossman, Harry W. Dissonance and role-playing in the theatre. ERT 1 (Summer1972), 9-15.

——————. The psychological effect of counter-attitudinal acting. ERT 1 (Summer), 18-26.

Murphy, Patrick B. The crucial act in the actor's training. PM 2, 74 77.

Murray, Michael. Inside his script he wrote: Jason, trust yourself! NYT 2 (December 30), 3.

Poggi, Jack. The Stanislavsky System in Russia. TDR 1 (March), 124-33.

Polsky, Milton. The missions possible game. DRAM 3 (December), 18-21.

——————. Sono-mime. DRAM 8 (May), 18-19, 31.

Richardson, Grace. Mia Anderson: a woman of many faces. PAC 1 (Spring), 10-11.

Richardson, Ralph. Home movies. T73, 12-19.

Robbins, Kenneth R. John McCullough: pigmy giant of the American stage, 1832-1885. SSCJ 3 (Spring), 244-54.

Roloff. Leland H. The roles of the interpreter and the actor. SOT 2 (March), 144-47.

Ruyter, Nancy Chalfa. American Delsartism: precursor of an American dance art. ETJ 4, 421 35.

Sloman, Carol L. Micro-momentary facial expressions and the actor: an investigation. ERT 1 (Summer 1972), 52-60.

Spelman, Jon. The actor: an interview with Norman Aytron. SOT 3 (Spring), 7-12.

Stockwell, John C., and Bahs, Clarence W. The relationship of perceptions of the body to pantomimic ability, II: body image boundaries. ERT 1 (Summer 1972), 30-43.

Strasberg, Lee. Russian Notebook (1934). TDR 1 (March), 106-21.

Tierney, Margaret. Marks and Melia. PP 11 (August), 32-33.

Totten, Eileen. A pair of kings: Pasco and Richardson. PP 9 (June), 26-28.

Vitale, Gary C. Act your age, without wrinkles! DRAM 4 (January), 18-19.

——————. Exit the sweet young thing. DRAM 1 (October), 26 27.

——————. Gesture: your character's silent speech. DRAM 6 (May), 22-23.

——————. How to succeed in comedy by really trying. DRAM 5 (February), 18-19.

——————. Learn the role and the play. DRAM 2 (November), 24--25, 31.

——————. Singing the goat song. DRAM 7 (April), 16 17.

——————. Spear carriers, too, have souls. DRAM 8 (May), 24-25.

York, Michael. Tennessee Williams in rehearsal. T73, 154-62.

[Also see: 26495, 26501, 26653*, 26675, 26676, 26678, 27466, 27472*, 27476*, 27488, 27498*, 27517, 27521*, 27525*, 27576, 27585, 27605, 27614, 27647, 27701, 27719, 27732, 27755, 27766, 27770, 27779, 27789, 27790, 27801, and 27815.]

IV. DIRECTING

Ansorge, Peter. Keith Hock at the Place. PP 7 (April), 34-35.

Asermely, Albert. Directing pure form: the pragmatists, POLR 1-2, 136-38.

Barrault, Jean-Louis. Three early essays. TQ 10 (April/June), 2-5.

Benedetti, Robert. The director as gardner. SOT 1 (Fall), 4-8.

Borowski, Wieslaw. The happenings of Tadeusz Kantor. TP 4-5 (May), 17-23.

Bradby, David. A chronology of Jean-Louis Barrault's career. TQ 10 (April/June), 6-12.

Brook, Peter. Politics of sclerosis: Stalin and Lear. TQ 10 (April/June), 13-17.

Chase, Chris. Fosse, from Tony to Oscar to Emmy? NYT 2 (April 29), 1, 11, 16.

Clifford, John. Paul Green: true American artist. PM 5-6, 210-15.

Coveney, Michael. Young directors' career crises. PP 11 (August), 34-38.

Croyden, Margaret. Peter Brook's birds fly to Africa. NYT 2 (January 21), 1, 7.

Farber, Stephen. Hiroshima happened before he was born. Still . . . NYT 2 (October 14), 3.

Feingold, Michael. A new way of making theater—and it's over. NYT 2 (October 7), 3.

Fernald, John. Problems of being a director. DED 1, 209-12.

Garcia, Victor. To dehumanize. DT 2 (Winter 1972-73), 75-76.

Gilbert, W. Stephen. Directors bearing gifts. PP 12 (September), 22-25.

Gooch, Steve. An actor's best friend: Gillian Diamond. PP 9 (June), 32-33.

———. Gaskill in Germany. PP 7 (April), 30-33.

———. The Vic road show. PP 6 (March), 32-35.

Gow, Gordon. Clifford Williams at large. PP 8 (May), 33-35.

Grotowski, Jerzy. Holiday. TDR 2 (June), 113-35.

———. Holiday. TQ 10 (April/June), 19-24.

———. This holiday will become possible. TP 12 (December), 5-6.

Gruen, John. With raisin he rises to the top. NYT 2 (November 4), 3.

Harman, Jim. It'll get you in the end. PP 8 (May), xiii-xv.

Highsmith, James M. Drama as ritual: Antonin Artaud and the Cambridge anthropoligists. DT 11, 7-11.

Hite, Roger W., Czerpinski, Jackie, and Anderson, Dean. Transactional analysis: a new perspective for the theatre. ERT 1 (Summer), 1-17.

Hübner, Zygmunt. How to become a director. TP 11 (November), 15-16.

Hutcherson, Jim T. Casting for mime. DRAM 8 (May), 16-17.

Johns, Ted. An interview with Paul Thompson. PAC 4 (Winter), 30-32.

Jones, David. David Jones talks to P & P about his RSC production of The Island of the Mighty. PP 5 (February), 29-30.

———. Directing Gorky: enemies and lower depths at the Aldwych. TQ 9 (January/March), 12-23.

Katz, Albert M. Copeau as régisseur: an analysis. ETJ 2 160-72.

Kellman, Barnet. Alan Schneider: the director's career. TQ 11 (July/September) 23-27.

Kerr, Walter. A long day's journey into panic with Peter Brook. NYT 2 (September 30), 1, 12.

Kift, Roy. Through the eyes of a camel: two interviews with Naftali Yavin. GAM 23, 5-18.

Lane, John Francis. The mask of Pulcinella. PP 2 (November), 29-30.

———. Visconti versus Pinter. PP 10 (July), 19-21.

Laroche, Pierre. A Belgian surrealist. PP 8 (May), 28-29.

Leech, Michael. Robin Phillips' Company Theatre. PP 5 (February), 16-18.

Lenhoff, Gail. The Theatre of Okhlopkov. TDR 1 (March), 90-105.

Lipsius, Frank. Frank Dunlop never tires. PP 8 (May), 30-32.

———. The man from the east: Stomu Yamashita. PP 6 (March), 36-38.

MacColl, Ewan. Grass roots of theatre workshop. TQ 9 (January/March), 58-68.

MacLaughlin, Robert, and Black, George. The introductory course in acting and directing: a new approach. ETJ 4, 468-73.

Marowitz, Charles. As normal as smorgasbord. NYT 6 (July 1), 12-14, 16-18.

Matalon, Vivian. Directing Tennessee Williams. PP 7 (April), xiv-xv.

Miklaszewski, Krzysztof. The autonomous theatre of Tadeusz Kantor. TP 1 (January), 10-12.

Monsieur Terry Hands. PP 7 (April), 23-25.

Patte, Jean Marie. On Story Theatre: reflections and reveries in a train. YT 1 (Winter), 121-22.

Schneider, Alan. Director as dogsbody. TQ 10 (April/June), 25-30.

———. We opened in Moscow, then on to . . . NYT 2 (November 18), 1, 6.

Smith, A. C. H. Around the world with Geoffrey Reeves. PP 7 (April), 67-69.

Sogliuzzo, A. Richard. Tadeusz Kantor and the Theatre Cricot-2 of Crakow, Poland: annexing reality. TAN, 54-76.

Stockwell, John C., and Bahs, Clarence W. Body buffer zone and proxemics in blocking. ERT 1 (Summer), 27-40.

Strasberg, Lee, and Kingsley, Sidney. An interview with Okhlopkov. TDR 1 (March), 121-23.

Theatre checklist no. 11: Jerzy Grotowski. TQ 19 (April/June), 24.

Theatre checklist no. 8: David Jones. TQ 9 (January/March), 24.

Tierney, Margaret. The everlasting art of Brian Rix. PP 5 (February), 26-28.

Törnquist, Egil. Ingmar Bergman directs Strindberg's Ghost Sonata. TQ 11 (July/September), 3-14.

Worral, Nick. Meyerhold's production of The Magnificent Cuckold. TDR 1 (March), 14-34.

[Also see: 26663*, 27465, 27470*, 27486, 27493*, 27504*, 27512*, 27519*, 27532*, 27557, 27558, 27568, 27570, 27586, 27596, 27606, 27615, 27620, 27630, 27632, 27635, 27648, 27649, 27652, 27654, 27656, 27658, 27661, 27662, 27663, 27665, 27671, 27677, 27688, 27689, 27693, 27695, 27696, 27699, 27702, 27709, 27712, 27714, 27716, 27722, 27734, 27737, 27748, 27752, 27754, 27760, 27765, 27769, 27774, 27777, 27778, 27780, 27785, 27794, 27797, 27805, 27811, and 27813.]

V. DESIGN AND TECHNOLOGY

Anderson, Bob. Lighting by logic. TABS 1, 28-31.

————. Lighting by logic: II. TABS 2, 68-73.

Arnott, Brian. A scenography of light. TDR 2 (June), 73-79.

Baltimore's Center Stage offers theatre smorgasbord in a remodeled cafeteria. TC 3 (May/June), 13-15, 38-42.

Barlow, Anthony D. Lighting control and concepts of theatre activity. ETJ 2, 135-46.

Batcheller, David R. The status of the designer/td. in American educational theatre, 1961-71. ETJ 4, 474-79.

Bear, B. Project Seagull, Chichester. TABS 3, 115-18.

Benson, Alan. An inexpensive fly system. DRAM 2 (November), 34-35, 37.

Bentham, Frederick. Aida with elephants. TABS 1, 3-9.

————. The city of Cardiff. TABS 2, 45-56.

————. From Bohemia's woods and fields. TABS 3, 109-14.

————. A new Vic of 1930. TABS 4, 174-82.

————. A tale of two cities. TABS 4, 138-48.

Bowman, Ned A. Picture books from West Germany on post-1945 theatre architecture. TDT 33 (May), 52-55.

Bramble, Forbes. Crucible Theatre, Sheffield—a thrust stage that works. TQ 11 (July/September), 70-84.

Brockway, Jody. Face painting and furnishing. TC 1 (January/February), 24-27, 30-31.

————. Santo's Championship Season. TC 5 (October), 17-21, 40-48.

Brown, Ivor. At various levels. DQTR 108 (Spring), 53-56.

Burian, Jarka M. Josef Svoboda's American university tour 1972. TDT 33 (May), 7-12, 55, 57.

Clauser, John. Electro-acoustical space. TDR 2 (June), 109-12.

Costumes for the festivals. TC 2 (March/April), 18-21, 45-46.

Courtade, Tony. Spectrophotometric comparisons of the effects of stage lighting on newly developed expendable color media. TDT 34 (October), 17-27.

De Cuir, L. J. New in New Orleans. TABS 4, 162-66.

Dewey, Walter H. The whole is the sum of its parts. PM 3, 94-95, 140.

Dix, Cliff. How far that little candle. TABS 2, 60-62.

Doherty, Tom. Building the magic box. PAC 3 (Fall), 35-38.

Elliott, Michael. On not building for posterity. TABS 2, 41-44.

Ewalt, Della C. Touring with periaktoi. DRAM 4 (January), 34-37.

Fahrner, Robert, and Kelb, William. The theatrical activity of Gianlorenzo Bernini. ETJ 1, 5-14.

Fields, Pam. A place to play. DRAM 2 (November), 29-31.

Fitzwater, Peter. Hungarian rhapsody. TABS 1, 17-23.

Gankovsky, Vitaly. New directions (scenographic quests) in Soviet theatre. TDT 33 (May), 18-25.

Gow, Gordon. Costume designers in interview. PP 11 (August), 20-23.

Hiroshi, Soeda. Festivity and the city: mobile stages of Gion Festival. CTJA 3-4, 190-207.

Jager, David V. No wings?! No flies?! TDT 32 (February), 12-13.

Kinasewich, Orest. Make your own theatre. DRAM 5 (February), 23-27.

King, B. Hagan. Some uses for fiberglass backstage. SOT 1 (Fall), 23-25.

Kirby, Michael. Ontological-hysteric theatre. TDR 2 (June), 5-32.

Kirk, W. Alan. A portfolio of new Ohio theatres. TDT 35 (December), 21-26.

Klepper, David L. Speech acoustics for the theatre. TDT 34 (October), 12-16.

Krasilnikov, V. A. Universal dramatic theatre in the city of Tula: design of the theatrical space and its technological equipment TDT 33 (May), 36-45.

Kurtz, Kenneth N. Motivational lighting for open stage realism. TC 6 (November/December), 19-21, 28-30.

Larson, Orville K. Settings and costumes by Lee Simonson. TDT 32 (February), 6-10.

Lee, Briant Hamor. Anything can be made from corrugated. TDT 32 (February), 18-23.

Lighting. TC 2 (March/April), 25 27.

Lipsius, Frank. Sitting targets. PP 11 (August), 30-31.

Loney, Glenn M. Behind the Soviet scenes: Lawrence and Lee tour USSR. TDT 33 (May), 13-17.

————. Caravaggio in collag: Jo Mielziner creates a projection spectacular. TDT 32 (February), 25-30.

————. Lighting for opera and ballet in repertory. TC 1 (January/February), 13-19, 34-38.

Longthorne, Robert. The day of the sunspot. TABS 3, 97-98.

MacKay, Patricia J. Designing costumes for Broadway and Hollywood. TC 1 (January/February), 7-11, 40 44.

————. A splendid time is guaranteed for all. TC 6 (November/December), 7-11, 30-33.

Mackintosh, Iain. Inigo Jones: theatre architect. TABS 3, 99-105.

Makeup. TC 2 (March/April), 23-34, 46.

Maxa, Miloslav. Reconstruction and building addition: the Slovak National Theatre in Bratislava. TDT 33 (May), 26-34.

McNamara, Brooks. Shakespeare's stage. TC 2 (March/April), 12-13, 44-45.

Mezei, Stephen. Fighting the size: O'Keefe Centre. PAC 1 (Spring), 19-20.

Miles, Bernard. Sean Kenny. PP 11 (August), 16-19.

More of Oliver! TABS 3, 85-94.

Multi-projector complexity, a. TABS 2, 57 60.

Nikolich, Barbara E. The Nikolais Dance Theatre's uses of light. TDR 2 (June), 80-91.

Outhwaite, Michael. The grand tour at Goldsmith's Hall. TABS 1, 15-16.

Perry, David. Costumes at Stratford. TABS 4, 170-73.

Pilbrow, Richard. Via the new Broadway. TABS 2, 63-67.

Rappel, Bill, and Lyon, Ned. Budget technology: four solutions. TC 3 (May/June), 26-32.

Reid, Frances. Am I lit here? TABS 1, 12-15.

————. Jack and Jill went down the Strand, to patch a plug and socket. TABS 3, 130-32.

————. Verdi adds about fifty. TABS 1, 74-78.

Richardson, Christopher. Uppingham Theatre. TABS 1, 23-27.

Saltzman, Jared, and O'Donnell, Stephen. Theatre of the future: infinidome. TDR 2 (June), 105-8.

Scutt, Der. The Minskoff Theatre—One Astor Plaza. TDT 34 (October), 7 9.

Shakespeare on today's festival stages. TC 2 (March/April), 14-17, 36-42.

Sheppard, A. Chinquacousy Theatre. TABS 4, 152 53.

Shook, Robert. Marquee flasher for Sweet Charity. TDT 35 (December), 15-19.

Silberstein, Frank. Large scale hot knife for sculpting linear styrofoam forms. TDT 35 (December), 7-13.

Tom Skelton's lighting is a primer for teaching and practice. TC 3 (May/June), 17-22, 37.

Smith, Carl T. A modern Crucible via multimedia. DRAM 2 (November), 32-34.

Southon, Laurence. Piano keyboard modification SP80. TABS 4, 185-87.

Spenser, Charles. The stagestruck Cecil Beaton. T73, 132-39.

Strzelecki, Zenobiusz. National stage design. TP 4-5 (May), 29-33.

Traumas with sets and costumes at New Haven's Long Wharf Theatre. TC 5 (October), 6 11, 33-34, 38-39.

Vychodil, Szabo-Jilek, and Strzelecki, Zenobiusz. Impressions of USA. TDT 33 (May), 46-51.

Whitney, Don. Periaktoi with wings. DRAM 4 (January), 34.

Wolff, Fred M. USITT recommended symbols standards for lighting equipment. TDT 35 (December), 27-28.

Zanotto, Ilka Marinho. An audience-structure for The Balcony. TDR 2 (June), 58-65.

————. An audience-structure for The Voyage. TDR 3 (June), 66-72.

[Also see: 27471, 27507*, 27508*, 27528, 27539*, 27550*, 27559*, 27567, 27572, 27574, 27578, 27591, 27600, 27604, 27622, 27625, 27626, 27627, 27637, 27638, 27645, 27650, 27651, 27660, 27667, 27668, 27670, 27672, 27678, 27679, 27684, 27690, 27698, 27705, 27713, 27718, 27720, 27736, 27764, 27781, 27786, 27793, 27799, 27806, 27807, and 27810.]

VI PLAYWRITING

Abdulsabour, Salah. Egypt—notes of a playwright. NTM 2, 24.

Adler, Thomas P. Van Itallie's The Serpent: history after the fall. DT 11, 12-14.

Ansorge, Peter. David Storey: theatre of life. PP 12 (September), 23-36.

————. Howard Brenton: disrupting the spectacle. PP 10 (July), 22-23.

Arden, John, and D'Arcy, Margaretta. The 3-4.

Arden, John and D'Arcy, Margaretta. The Island controversy at the Aldwych. PERF 1 (Fall), 11-20.

Atkinson, Brooks. Noel Coward, 1800-1973. NYT 2 (April 1), 1.

Axworthy, Geoffrey. The performing arts in Nigeria—a footnote. NTM 2, 17-18.

Ballet, Arthur H. Finding producers for new scripts. SOT 4 (Summer), 11-12.

Bailey, L. W. Features: Tolstoy as a playwright. DQTR 110 (Autumn), 50-55.

Banham, Martin. Freetown workshop: improvisation leads to local documentary. TQ 10 (April/June), 38-43.

————. Playwright/producer/actor/academic: Wole Soyinka in the Nigerian theatre. NTM 2, 10-11.

Barker, Robert. Contemporary fairytales. DRAM 5 (February), 12-13.

Barker, Clive. Northern manoeuvres. GAM 23, 33-40.

Barzini, Luigi. How Pirandello became Pirandellian (and other things). NYT 2 (March 25), 1, 3.

Benson, Mary. Athol Fugard and One Little Corner of the World. YT 1 (Winter), 55-63.

Bentley, Eric. Just when you think you've figured Vanya out. NYT 2 (June 3), 1, 14.

Barrás, A. A. Exiles in the theatre of Max Aub. TAN, 19-27.

Brooks, Jeremy. Translating Gorky. TQ 9 (January/March), 24-27.

Brown, Ivor. What's in a name? DQTR 111 (Winter), 69-71.

Brustein, Robert. Picketing his own way. NYT 2 (January 7), 1, 5.

Clarke, Sebastian. A black radical: Ed Bullins. PP 6 (March), 62-63.

Coveney, Michael. Challenging the silence. PP 2 (November), 34-37.

————. West Indian playwrights: getting on nicely. PP 12 (September), 28-31.

Cryer, Gretchen. Where are the women playwrights? NYT (May 20), 1, 3.

DeMaree, William. No, but I've seen the musical. DRAM 1 (October), 33-36.

Edgar, David. Green room: against the general will. PP 8 (May), 14-15.

Elsom, John. A policy for new plays. TQ 11 (July/September), 58-69.

Esslin, Martin. Features: expressionists. DQTR 109 (Summer), 50-54.

————. A major poetic dramatist—Wole Soyinka. NTM 2, 9-10.

Etherton, Michael. Indigenous performance in Zambia. TQ 10 (April/June), 44-48.

————. Zambia—popular theatre. NTM 2, 19-21.

Eyen, Tom. The discreet alarm of the off Broadway playwright. NYT 2 (September 23), 3, 15.

Flatley, Guy. Lanford is one L of a playwright. NYT 2 (April 22), 1, 21.

Fleckenstein, Joan S. New blood for the perennial invalid. DRAM 2 (November), 26-28.

Folarin, Margaret. Ola Rotimi interviewed. NTM 2, 5-7.

Fowle, Donald. The new play in America, 72. PM 3. 111-22. PM 4, 160-72.

Franey, Ros. Women in the workshop. PP 2 (November), 24-27.

Frankowska, Bozena. Ernest Bryll: successor of romantic poets. TP 9 (September), 7-8.

Fratti, Mario. Che Guevara in New York. NTM 2, 2.

Fugard, Athol. Fugard on Fugard. YT 1 (Winter), 41-54.

Gelb, Barbara. To O'Neill, she was wife, mistress, mother, nurse. NYT 2 (October 21), 1, 13.

————. Written in tears and blood . . . NYT 2 (March 4), 19, 20.

Gems, Pam. The island of the Ardens. PP 4 (January), 16-19.

Gibbs, James. Date-line on Soyinka. NTM 2, 12-14.

Gilbert, W. Stephen. Christopher Hampton. PP 8 (May), 36-38.

Gooch, Steve. Carly Churchill talks to P & P. PP 4 (January), 40-41.

Gorky, Maxim. Gorky on Gorky. TQ 9 (January/March), 27-30.

Grillo, John. An excess of nightmare. GAM 23, 18-24.

Hammone, Jonathan. Messages first: an interview with Howard Brenton. GAM 23, 24-32.

Hampton, Christopher. Kidd, Robert, and Scofield, Paul. Christopher Hampton's Savages at the Royal Court Theatre. TQ 12 (October/December), 60-78.

Harrison, Ted. Ustinov speaks. PP 4 (January), 69.

Harrison, Tony. Moliere nationalized. GAM 23, 67-82.

Hausbrandt, Andrzej. Theatrical events. TP 1 (January), 21-23.

Hirsch, Foster. He made the rich come to life. NYT 2 (December 23), 3, 6.

Howard, Roger. Drama and the revolutionary constant: amateur and professional in the Chinese Theater. PERF 5 (March/April), 47-55.

Howe, Irving, and Singer, Isaac Bashevis. I keep making plans as if I would live forever. NYT 2 (August 19), 1, 4.

Hübner, Zygmunt. The author and the theatre. TP 4-5 (May), 6-7.

Illingworth, David. The Ring Road Show. NTM 3 (March), 11-14.

Jacoby, Susan. Andrei Amalrik, rebel. NYT 6 (July 29), 12-13, 36-40.

Jones, John Bush. Impersonation and authenticity: the theatre as metaphor in Kopit's Indians. QJS 4, 443-51.

Kerr, Walter. British stars nurse along their writers. NYT 2 (September 9), 1, 18.

Kirby, Michael. Ontological-hysteric theatre. TDR 2 (June), 5-32.

Knapp, Bettina L. Interview with Armand Gatti. DT 3, 141-44.

———. An interview with Rene de Abaldra. DT 1, 2-6.

Kustow, Michael. Wesker at the Halfway House. PP 1 (October), 32-35.

Leech, Michael. The translators: Tony Harrison and Tom Stoppard. PP 7 (April), 36-38.

Living newspaper: scenes and scenarios. TQ 9 (January/March), 83-90.

MacDermot, Galt. The music man. PP 9 (June), 22-25.

Marchesani, Pietro. Witkiewicz in Italian. TP 3 (March), 23-24.

Marcus, Frank. Green room: why save our theatre? PP 11 (August), 14-15.

Marks, Jonathan. Interview with Athol Fugard. YT 1 (Winter), 64-72.

Marowitz, Charles. Introduction to Woyzeck adaptation. GAM 23, 83-85.

Mercer, David. Birth of a playwriting man. TQ 9 (January/March), 43-55.

———. Green room: the haunted playwright. PP 5 (February), 14-15.

Morley, Sheridan. Noel Coward: a tribute. PP 8 (May), 19-21.

Owens, Rochelle. Mustard gas: interaction. PERF 5 (March/April), 9-11.

Paul Green. IODN (March), 1.

Sainer, Arthur. The playwright and the ensemble. YT 1 (Winter), 37-40.

Salerno, Henry F. News and comment: television drama. DT 2, 74.

Schechner, Richard. On playwriting and environmental theatre. YT 1 (Winter), 28-36.

———. The writer and the performance group. PERF 5 (March/April), 60-65.

Sheaffer, Louis. Is O'Neill a character in Iceman? NYT 2 (December 9), 5.

Seymour, Alan. The play-reader, the playwright, and his petty humiliations. TQ (October/December), 25-35.

Shepard, Sam. A special preface to The Unseen Hand. PP 8 (May), I.

Siegman, Howard. S. N. Behrman, 1893-1973. NYT 2 (September 16), 3.

Spelman, Jon. The playwright. SOT 4 (Summer), 13-16.

Strachan, Alan. Exit laughing. PP 2 (November), 21-23.

———. Noel Coward: an assessment. PP 8 (May), 22-23.

Symposium: playwriting in America. YT 1 (Winter), 8-27.

Szajna on Replique. TP 3 (March), 11-12.

Terson, Peter, and Rutter, Barrie. Getting on Geordie's March. DQTR 111 (Winter), 56-65.

Theatre checklist no. 9: David Mercer, TQ 9 (January/March), 55-57.

Tonelli, Franco. From illusion to theatre: Artaud and Genet. TAN, 7-18.

Toscan, Richard. Macgowran on Beckett. TQ 11 (July/September), 15-22.

Tung, Constantine. The hidden enemy as villain in Communist Chinese drama. ETJ 3, 335-43.

Walker, Joseph A. Broadway's vitality is black vitality. NYT 2 (August 5), 1, 3.

Waterhouse, Keith, and Willis, Hall, Collaborators. PP 12 (September), 38.

White, George C. The playwright: producing new scripts. SOT 3 (Spring), 23-32.

Williams, Tennessee. Let me hang it all out. NYT 2 (March 4), 1, 3.

———. To Wiliam Inge: an homage. NYT 2 (July 1), 1, 8.

Wilson, Sandy. Green room: musical memories. PP 9 (June), 16-17.

Wood, David. Writing plays for children—why bother. DQTR 111 (Winter), 65-68.

Wysińska, Elzbieta. Around the press. TP 8 (August), 34-35.

————. Around the press. TP 10 (October), 30-31.

————. New Polish plays: What You Dream About by Ernest Bryll. TP 1 (January), 25.

[Also see: 27478*, 27483*, 27514*, 27534*, 27537*, 27540*, 27541*, 27556*, 27566, 27581, 27587, 27590, 27686, 27724, 27725, 27762, 27784, 27798 and 27804.]

VII. PRODUCTION REPORTS AND REVIEWS

A. American and Canadian Theatre

1. *Individual Play Reviews*

Act Without Word. Aaron, Jules. ETJ 1, 103-4.

American Indian Theater Ensemble, The. Brown, Kent R. PM 3, 126 31.

American Revolution: Part I, The. Novick, Julius. NYT 2 (October 7), 14, 31.

Are You Now or Have You Ever Been. Chametzky, Jules. PERF 1 (Fall), 21-28.

As You Like It. Comtois, M. E. ETJ 4. 510-11. Kerr, Walter. NYT 2 (July 8), 1, 4. Ubans, Moris V. ETJ 3, 102.

Au Pair Man, The. NYTCR 25, 124-27.

Baba Goya. Kerr, Walter. NYT 2 (May 27), 1, 5.

Bagdad Saloon. Mezei, Stephen. PAC 2 (Summer), 24.

Blacks, The. Tribby, William L. ETJ 4, 513-14.

Boom Boom Room. Bosworth, Patricia. NYT 2 (November 25), 1, 21. Kerr, Walter. NYT 2 (November 18), 3. NYTCR 19, 196-200.

Brass Butterfly, The. Novick, Julius. NYT 2 (August 19), 1, 3.

Breeze From the Gulf, A. Kerr, Walter. NYT 2 (October 21), 1, 3. NYTCR 21, 179-80.

By the Sea. Mezei, Stephen. PAC 2 (Summer), 28.

Candide. Kerr, Walter. NYT 2 (December 20), 1, 20. NYTCR 24, 138-40.

Changing Room, The. Brustein, Robert. NYT 2 (March 18), 1, 7. Kerr, Walter. NYT 2 (March 18), 1, 3. NYTCR 6, 336-39. Stein, Rita. ETJ 3, 370-71.

Chemin de Fer. Kerr, Walter. NYT 2 (December 2), 1, 3. NYTCR 22. 160-62.

Cherry Orchard, The. Garfield, David. ETJ 3, 372-74. Kerr, Walter. NYT 2 (January 21), 1, 18. NYTCR 8, 318 21.

Children of the Wind. NYTCR 17, 216-18.

Coming Out. Duberman, Martin. NYT 2 (July 22), 1, 4.

Cromwell. Kerr, Walter. NYT 2 (September 9), 1, 18.

Contractor, The. Kerr, Walter. NYT 2 (October 28), 3. NYTCR 21, 175-78.

Country Wife, The. Kerr, Walter. NYT 2 (June 24), 1, 10.

Creation of the World and Other Business, The. Blake, Gary. ETJ 1, 104-5.

Creeps. Kerr, Walter. NYT 2 (December 16), 5. NYTCR 24, 144 45.

Crown Matrimonial. Kerr, Walter. NYT 2 (October 14), 1, 12. NYTCR 16, 225-30.

Crystal and Fox. Kerr, Walter. NYT 2 (May 13), 1, 3.

Cyrano. Kerr, Walter. NYT 2 (May 20), 1, 35. NYTCR 12, 272-76.

Dandelion. Aaron, Jules. ETJ 3, 377.

Desert Song, The. Kerr, Walter. NYT 2 (September 16), 1, 3. NYTCR 15, 236-39.

Dr. Hero. Kerr, Walter. NYT 2 (April 22), 3.

Dr. Selavy's Magic Theatre. Isaac, Dan. ETJ 2, 237-39.

Don Juan in Hell. NYTCR 2, 385-88.

Drag. Argelander, Ronald. TDR 2 (June), 101-4.

Echoes. Kerr, Walter. NYT 2 (April 1), 3. NYTCR 9, 302-3.

Ecstasy of Rita Joe, The. Novick, Julius. NYT 2 (May 13), 3.

El Capitan. Kerr, Walter. NYT 2 (July 1), 1, 3.

El Coca-Cola Grande. NYTCR 8, 311-13.

Electric Gunfighters. Mezei, Stephen. PAC 2 (Summer), 28.

Emperor Henry IV. NYTCR 9, 294-97.

Enclave, The. Kerr, Walter. NYT 2 (November 25), 3.

Enemies. Hirsch, Foster. ETJ 2, 234-35.

Enemy is Dead, The. NYTCR 1, 390-91.

Evening With the Poet-Senator, An. Kerr, Walter. NYT 2 (April 1), 1, 3.

Faggot, The. Duberman, Martin. NYT 2 (July 22), 1, 4. Kerr, Walter. NYT 2 (July 1), 1, 3. NYTCR 14, 247-49.

Fanny's First Play. Novick, Julius. NYT 2 (August 19), 1, 3.

Father, The. Kerr, Walter. NYT 2 (October 21), 3.

Finishing Touches. NYTCR 4, 364-67.

Forget-Me-Not-Lane. Kerr, Walter. NYT 2 (April 22), 1, 11.

Foursome, The. NYTCR 21, 170-72.

42 Seconds from Broadway. NYTCR 7, 333-34.

Freeman. Kauffmann, Stanley. PERF 6 (May/June), 82 87.

Full Circle. Kerr, Walter. NYT 2 (November 18), 3. NYTCR 19, 201-3.

Gaspard. Frazer, Robin. PAC 1 (Spring), 22.

Ghosts. Kerr, Walter. NYT 2 (April 22), 3. NYTCR 14, 253-55.

Gigi. Kerr, Walter. NYT 2 (November 25), 1, 3. NYTCR 20, 190-93.

Good Doctor, The. Kerr, Walter. NYT 2 (December 9), 3, 38. NYTCR 22, 156-60.

Good Evening. Kerr, Walter. NYT 2 (November 18), 1, 3. NYTCR 20, 188-89.

Happy Days. Aaron, Jules. ETJ 1, 102-3.

Hard to be a Jew. Howe, Irving. NYT 2 (December 16), 5.

Henry IV. Kerr, Walter. NYT 2 (April 8), 1, 16.

Hippodrome Hardware. Argelander, Ronald. TDR 2 (June), 92-100.

Holiday. NYTCR 25, 128-31.

Hot L Baltimore, The. Kerr, Walter. NYT 2 (March 4), 3. NYTCR 8, 306-8.

House Party. Kerr, Walter. NYT 2 (November 4), 7. NYTCR 21, 173-74.

Hybrids. Argelander, Ronald. TDR 2 (June), 101-4.

Iceman Cometh, The. Kerr, Walter. NYT 2 (December 23), 3, 24. NYTCR 23, 148-51.

Inherit the Wind. Schneider, Alan. NYT 2 (November 18), 1, 6.

Inspector General, The. Erdelyi, Joseph. PAC 1 (Spring), 22-23.

Irene. Kerr, Walter. NYT 2 (March 25), 1, 18. NYTCR 7, 328-32.

Jaebberwock, Leonard, Bob F.ETJ 3, 375-76.

Jocky Club Stakes, The. Kerr, Walter. NYT 2 (February 4), 1, 30. NYTCR 3, 374-77.

Karl Marx Play, The. Kerr, Walter. NYT 2 (April 8), 3. NYTCR 14, 256-58.

Kaspar. Kauffmann, Stanley. PERF 6 (May/June), 82-87. Kerr, Walter. NYT 2 (February 25), 1, 3. NYTCR 8, 308-11. Stein, Rita. ETJ 3, 371-72.

Kid, The. Kauffmann, Stanley. PERF 6 (May/June), 82-87.

King Lear. Feingold, Michael. NYT 2 (August 12), 1, 3. NYTCR 14, 242-44. Whitmore, Jon. ETJ 4, 509-10.

Krapp's Last Tape. Aaron, Jules. ETJ 1, 102.

Lady Day. Kauffmann, Stanley. PERF 6 (May/(June), 82-87.

La Sagouine. Shek, Ben. PAC 3 (Fall), 32-33.

Lear. Kerr, Walter. NYT 2 (May 13), 1, 3.

Lemmings. Kerr, Walter. NYT 2 (February 4), 3. Lax, Eric. NYT 2 (May 27), 1, 8. NYTCR 8, 316-17.

Les Belles Soeurs. Mezei, Stephen. PAC 2 (Summer), 26.

Let Me Hear You Smile. NYTCR 2, 383-85.

Little Night Music, A. Blake, Gary. ETJ 3, 379. Kerr, Walter. NYT 2 (March 4), 1, 5. NYTCR 5, 348-52.

Look Away. NYTCR 1, 395-96.

Lotta. Kerr, Walter. NYT 2 (December 2), 3. NYTCR 21, 168-70.

Lying Under My Tombstone Watching the Subway Go By. Mezei, Stephen. PAC 2 (Summer), 28.

Macbeth. Novick, Julius. NYT 2 (July 15), 1, 18.

Macbett. Kerr, Walter. NYT 2 (April 15), 1, 18.

Me? Traucht, H. PAC 2 (Summer), 27-28.

Measure for Measure. Kerr, Walter. NYT 2 (June 24), [illegible], 10.

Medea. Kauffmann, Stanley. PERF 6 (May/June), 82-87. Kerr, Walter. NYT 2 (January 28), 1, 5. NYTCR 2, 380-82.

Medusa's Blood. Mezei, Stephen. PAC 1 (Spring), 21-22.

Marchant of Venice, The. Hirsch, Foster. ETJ 4, 511-12. Novick, Julius. NYT 2 (March 11), 1, 5. NYTCR 6, 340-43. Whitmore, Jon. ETJ 4, 509.

Molly. Kerr, Walter. NYT 2 (November 11), 1, 38. NYTCR 18, 206-9.

Moonchildren. Kerr, Walter. NYT 2 (November 11), 3.

Moon for the Misbegotten, A. NYTCR 26, 118-22.

Mourning Becomes Electra. Kauffman, Stanley. PERF 6 (May/June), 82-87.

Murderous Angels. Fratti, Mario. NTM 2, 4.

Nash at Nine. Kerr, Walter. NYT 2 (May 27), 1, 5. NYTCR 12, 270-72. NYTCR 13, 268.

Neon Transit. Argelander, Ronald. TDR 2 (June), 101-4.

Nicoll Williamson's Late Show. NYTCR 14, 245-47.

Nightlight. Bassett, Clyde. ETJ 3, 376.

Nightwalk. Feingold, Michael. NYT 2 (October 7), 3. Kerr, Walter. NYT 2 (September 30), 1, 12.

No Hard Feelings. NYTCR 10, 290-92.

No Sex Please, We're British. NYTCR 5, 353-55.

Not I. Aaron, Jules. ETJ 1, 103-4.

Nourish the Beast. NYTCR 21, 181-84.

Oh, What a Lovely War! Frazer, Robbin. PAC 1 (Spring), 23.

Operetta. Hernadi, P. ETJ 3, 377.

Orphan, The. Kerr, Walter. NYT 2 (April 29), 1, 3. NYTCR 14, 250-53.

Othello. Kerr, Walter. NYT 2 (June 17), 1, 33.

Our Town. Schneider, Alan. NYT 2 (November 18), 1, 6.

Out Cry. Gussow, Mel. NYT 2 (March 11), 1, 5. NYTCR 6, 343-46. Pyros, J. ETJ 2, 239-40.

Pajama Game, The. Kerr, Walter. NYT 2 (December 16), 3, 8. NYTCR 23, 152-54.

Play's the Thing, The. Kerr, Walter. NYT 2 (February 11), 1, 20. NYTCR 11, 278-80.

Plough and the Stars, The. Hirsch, Foster. ETJ 2, 235. Kerr, Walter. NYT 2 (January 14), 1, 6. NYTCR 1, 397-99.

Portrait of Angelica, A. Mezei, Stephen. PAC 3 (Fall), 21.

Rainbow. Kerr, Walter. NYT 2 (January 7), 1, 5.

Raisin. Kerr, Walter. NYT 2 (October 28), 1, 11. NYTCR 17, 218-22.

Recent Killing, A. Novick, Julius. NYT (February 4), 3.

Richard III. Hodgton, Barbara. ETJ 3, 374-75.

Rise and Fall of the City of Mahagonny, The. Arthur, Doug. ETJ 4, 508-9. Tribby, William L. ETJ 2, 236-37.

River Niger, The. NYTCR 9, 298-301.

Seesaw. Kerr, Walter. NYT 2 (March 25), 1, 18. NYTCR 7, 324-27.

Seven Meditations on Political Sado-Masochism. Brecht, Stefan. PERF 1 (Fall), 29-36.

Shelter. NYTCR 3, 370-73.

She Stoops to Conquer. Kerr, Walter. NYT 2 (June 17), 1, 33.

Smith. NYTCR 13, 265-67.

Sophia. Isaac, Dan. ETJ 2, 237-39. Kirby, Michael. TDR 2 (June), 5-32. Mangolte, Babette. PERF 6 (May/June), 38-50.

Stag King, The. Mezei, Stephen. PAC 1 (Spring), 20-21.

Status Quo Vadis. NYTCR 4, 358-60.

Streetcar Named Desire, A. Farber, Stephen. NYT 2 (April 1), 1, 15. Hirsch, Foster. ETJ 4, 512-13. Kerr, Walter. NYT 2 (May 6), 1, 10. NYTCR 11, 281-84. NYTCR 16, 224-25.

Streetlight. Mezei, Stephen. PAC 2 (Summer), 28.

Sunset. Kauffmann, Stanley. PERF 6 (May/June). 82-87.

Sunshine Boys, The. Blake, Gary. ETJ 2, 237.

Taming of the Shrew, The. Kerr, Walter. NYT 2 (June 17), 1, 33.

Terminal. Feingold, Michael. NYT 2 (October 7), 3.

This Train. Mezei, Stephen. PAC 2 (Summer), 28.

Thoughts. Kerr, Walter. NYT 2 (April 1), 1, 3.

Time to Reap. A. Erdelyi, Joseph. PAC 2 (Summer), 25-26.

Tooth of Crime, The. Kerr, Walter. NYT 2 (March 18), 3. Schechner, Richard. TDR 3 (September), 10-18.

Trials of Oz The. Kerr, Walter. NYT (January 7), 1, 5.

Tricks. NYTCR 1, 391-94.

Troilus and Cressida. Kerr, Walter. NYT 2 (December 9), 10.

Two Gentlemen of Verona. Whitmore, Jon. ETJ 4, 509.

Uncle Vanya. Kerr, Walter. NYT 2 (June 10), 1, 26. NYTCR 13, 260-64.

Veronica's Room. Kerr, Walter. NYT 2 (November 4), 1, 26. NYTCR 18, 210-13.

Visit, The. Kerr, Walter. NYT 2 (December 2), 1, 3. NYTCR 22, 163-66.

Waltz of the Toreadors, The. Kerr, Walter. NYT 2 (September 23), 1, 3. NYTCR 15, 232-35.

Warp I. NYTCR 4, 360-63.

Watergate Classics. Kerr, Walter. NYT 2 (December 30), 3, 8.

Welcome to Andromeda. NYTCR 8, 314-15.

When You Comin' Back, Red Ryder? Kerr, Walter. NYT 2 (December 23), 5. NYTCR 24, 141-43.

Widowing of Mrs. Holroyd, The. Novick, Julius. NYT 2 (November 25), 3, 24.

Women, The. Kerr, Walter. NYT 2 (May 6), 1, 10. NYTCR 10, 286-90.

You Never Can Tell. Novick, Julius. NYT 2 (August 19), 1, 3.

2. Black Theatre

Arden, John. Tragedy in the Congo. NTM 2. 3-4.

Blacks, The. Tribby, William L. ETJ 4, 513-14.

Clarke, Sebastian. A black radical: Ed Bullins. PP 6 (March), 62-63.

————. Black theatre. PP 5 (January), 55.

Folarin, Margaret. Ola Rotimi interviewed. NTM 2, 5-7.

Fowler, Cleo S. A black theatre drama program. DRAM 4 (January), 22-23.

Haynes, Michael. Relevancy and involvement: answering black demands. DRAM 4 (January), 29.

McKie, John R. To be, or not . . . (an essay of alternatives). PM 2, 65-69.

Oduneye, 'Bayo. Notes toward a definition of documentary theatre. ENC, 31-34.

Pawley, Thomas D. The three P's; or neosterotypes in the black theatre. ENC, 24-27.

Romeo and Juliet. Glenn, Sigrid. DRAM 6 (May), 28, 31.

Walker, Joseph A. Broadway's vitality is black vitality. NYT 2 (August 5), 1, 3.

[See also: 26664*, 27655, 27669, 27685, 27697, 27731 and 27791.]

3. *Educational/Children's Theatre*

ATA convention reports: Asian theatre panels. ATB 2 (Fall/Winter), 12-14.

Ballew, Leighton M. The ATA production lists project survey: 1971 72. ETJ 3, 353-61.

Biedermann and the Firebugs. Tumbleson, Treva. DRAM 4 (January), 10-12.

Children's Documentary Theatre in Nottingham. Elvgren, Gillette, Jr. CTR 1 (March), 11-13.

Hamlet. Hummasti, Arnold. DRAM 7 (April), 10, 12.

Heiress, The. Mulvihill, Dorothy. DRAM 4 (January), 30.

Improvisational Christmas Show. Garatt, Judi. DRAM 2 (November), 40 41.

Knight of the Burning Pestle, The. Carlton, Bob. DED 1, 255-56.

Life and Death of Everybody, The. Hughes, Julien R. DRAM 1 (October), 13-15.

Man: His Matrix. DRAM 4 (January), 17.

Marat/Sade. Curran, Raymond A., III. DRAM 8 (May), 12-14.

Mother Courage. Goodman, Diana V. DRAM 7 (April), 28-31.

Night Thoreau Spent in Jail, The. Rough, William H. DRAM 1 (October), 19 21.

Oh, What a Lovely War! Jones, Don E. DRAM 6 (May), 15-16.

Rosencrantz and Guildenstern are Dead. Hummasti, Arnold. DRAM 7 (April), 10, 12.

Saint Joan. Messervy, Fontell C. DRAM 6 (May), 32-33.

School Daze. Frisby, Patricia Tolmie. DRAM 7 (April), 35-37.

Silent Friends. Tracy, Manton L., Jr. DRAM 8 (May), 34 35.

Waiting for Godot. Stuart, Patricia. DRAM 7. (April), 18, 19, 22.

Waltz of the Toreadors, The. La Freniere, Lester C. DRAM 4 (January), 32-33.

[Also see: 27687 and 27808.]

4. *Socio-Political Theatre*

Brown, Kent R. The American Indian Theatre Ensemble. PM 3, 126-31.

Carpa de Los Rasquachis, La. (Tent of the Underdogs). Copeland, Roger F. ETJ 3, 367-68.

Collins, Sherwood. Boston's political street theatre: the eighteenth-century Pope Day pageants. ETJ 4, 401-9.

Copelin, David. Chicano theatre: El Festival de los teatros Chicanos. TDR 4 (December), 73-89.

Copfermann, Emile, Dort, Bernard and Kourilsky, Francoise. A conversation on the Eighth Nancy Festival. YT 1 (Winter), 110-16.

Goldman, Arnold. Life and death of the living newspaper unit. TQ 9 (January/March), 60 83.

Goodman, David. Preliminary thoughts on political theatre. CTJA 3-4, 27-111.

Kanellos, Nicolas. Mexican community theatre in a midwestern city. LTR 1 (Fall), 43-48.

Kourilsky, Francoise. Approaching Quetzalcoatl: the evolution of El Teatro Campesino. PERF 1 (Fall), 37-46.

Munk, Erika. The Living Theatre and the Wobblies: an interview with Julian Beck, Charles Derevere, Judith Malina, and William Shari. PERF 6 (May/June), 88-93.

San Fran Scandals of 73. Aaron, Jules. ETJ 4, 506

Schechner, Richard. Drama, script theatre, and performance. TDR 3 (September), 5-36.

Seven Meditations on Political Sado-Masochism. Brecht, Stefan. PERF 1 (Fall), 29-36.

Sullivan, Victoria. Boys will be boys—and all that. NYT 2 (January 28), 1, 3.

Threepenny Opera, The. Aaron, Jules. ETJ 4, 507-8.

[Also see: 27468, 27708, 27781, 27809, and 27814.]

B. INTERNATIONAL THEATRE

Absurd Person Singular. Bryden, Ronald. PP 11 (August), 39-41. Lambert, J. W. DQTR 110 (Autumn), 20-21.

Adelugba, Dapo. Nigeria—theatre survey. NTM 2, 15-16.

After Liverpool. Hammond, Jonathan. PP 4 (January), 54-55.

After Magritte. Coveney, Michael. PP 4 (January), 51. Lambert, J. W. DQTR 108 (Spring), 27.

Amerika. Fik, Marta. TP 12 (December), 19-22.

And Here the Dawns are Quiet. Londre, Felicia Hardison. ETJ 3, 380-81.

And They Put Handcuffs on the Flowers. Craig, Randall. DQTR 111 (Winter), 4 49-50. PP 2 (November), 50-51.

Antigone. Wysińska. Elzbieta. TP 11 (November), 24 25.

Antony and Cleopatra. de Jongh Nicholas. PP 21 (October), 56-57. Lambert, J. W. DQTR 111 (Winter), 33, 35-36.

Apocalypsis cum figuris. TP 2 (February), 37-40.

Applause. Bean, Robin. PP 4 (January), 46-47.

Areatha in the Ice Palace. Craig, Randall. DQTR 109 (Summer), 42.

Arms and the Man. Shorter, Eric. DQTR 110 (Autumn), 33-35.

As His Bones Are Brought. Lambert, J. W. DQTR 111 (Winter), 19-20.

As Time Goes By. Craig, Randall. DQTR 110 (Autumn), 41.

As You Like It. Gilbert, W. Stephen. PP 11 (August), 48-49. Masters, Anthony. PP 12 (September), 55-56.

At the End of the Day. Lambert, J. W. DQTR 111 (Winter), 23. P 2 (November), 39-41.

Baby Love. Craig, Randall. DQTR 110 (Autumn), 39-40. Hammond, Jonathan. PP 10 (July), 60.

Baccae, The. Kerr, Walter. NYT 2 (August 19), 1, 3. Lambert, J. W. DQTR 111 (Winter), 33-34. PP 1 (October), 59.

Bald Prima Donna. Mellor, Isha. PP 5 (February), 55.

Bald Soprano, The. Craig, Randall. DQTR 111 (Winter), 55.

Banana Box, The. Lambert, J. W. DQTR 110 (Autumn), 21. Masters, Anthony. PP 10 (July), 56.

Bang. Lipsius, Frank. PP 10 (July), 60.

Before Dawn. Lambert, J. W. DQTR 111 (Winter), 23-24.

Behind the Fridge. Brien, Alan. PP 4 (January), 50-51. Lambert, J. W. DQTR 108 (Spring), 24.

Beowulf. Craig, Randall. DQTR 108 (Spring), 39.

Between You, Me, and the Bedpost. Shorter, Eric. DQTR 110 (Autumn), 31-32.

Bevellers, The. Lambert, J. W. DQTR 111 (Winter), 22-23. PP 2 (November), 56-57.

Bleats from a Brighouse Pleasureground. Hammond, Jonathan. PP 4 (January), 53.

Born Yesterday. Esslin, Martin. PP 9 (June), 48-49. Lambert, J. W. DQTR 10 (Autumn), 23.

Brainwaves. Shorter, Eric. DQTR 109 (Summer), 35-36.

Brassneck. Shorter, Eric. DQTR 111 (Winter), 42-43.

Bright Scene. PP 1 (October), 61.

Bunny. Cushman, Robert. PP 5 (February), 41. Lambert, J. W. DQTR 108 (Spring), 24.

Cage, The. Esslin, Martin. PP 10 (July), 58.

Captain Oates' Left Sock. Craig, Randall. DQTR 109 (Summer), 43.

Card, The. Morley, Sheridan. PP 12 (September), 48-49. Shorter, Eric. DQTR 111 (Winter), 44.

Cartoon. Craig, Randall. DQTR 109 (Summer), 41.

Catsplay. Mellor, Isha. PP 5 (February), 55. PP 3 (December), 46-47.

Cave of Salamanca, The. Shorter, Eric. DQTR 110 (Autumn), 30-31.

Changeling, The. Shorter, Eric. DQTR 111 (Winter), 41.

Children, Children. Shorter, Eric. DQTR 111 (Winter), 46.

Christopher Columbus. Shank, Theodore. TDR 4 (December), 69-72.

Cherry Orchard, The. Lambert, J. W. DQTR 110 (Autumn), 27-29. Marowitz, Charles. PP 10 (July), 39-41.

Colette. Hayes, Beth. PP 12 (September), 59.

Collaborators, The. Brien, Alan. PP 9 (June), 44-45. Lambert, J. W. DQTR 110 (Autumn), 22.

Coming and Going. Hausbrandt, Andrzej. TP 6 (June), 20-22.

Constant Wife, The. Lambert, J .W. DQTR 111 (Winter), 31-32. PP 2 (November), 44 45.

Coriolanus. Lambert, J. W. DQTR 111 (Winter), 34-35.

Cries from the Casement. Lambert, J. W. DQTR 111 (Winter), 19-20. PP 3 (December), 53-54.

Crisis of Conscience, A. Shorter, Eric. DQTR 108 (Spring), 32-33.

Cromwell. Bryden, Ronald. PP 1 (October), 47-49. Lambert, J. W. DQTR 111 (Winter), 16-17.

Dandy Dick. Lambert, J. W. DQTR 111 (Winter), 30 31. Leech, Michael. PP 12 (September), 50 51. PP 3 (December), 57.

Dear Brutus. Shorter, Eric. DQTR 11 (Winter), 44.

Dear Love. Gilbert, W. Stephen. PP 10 (July), 56. Lambert, J. W. DQTR 110 (Autumn), 23.

Death Story. Shorter, Eric. DQTR 108 (Spring), 36.

Decameron 73. Lambert, J. W. DQTR 111 (Winter), 23. PP 1 (October), 63.

Devil is an Ass, The. Shorter, Eric. DQTR 109 (Summer), 37.

Director of the Opera. Howlett, Ivan. PP 10 (July), 48-50.

Doll's House, A. Dawson, Helen. PP 7 (April), 42-43. Hughes, Beth. PP 4 (January), 51-52. Lambert, J. W. DQTR 109 (Summer), 28 29. Shorter, Eric. DQTR 108 (Spring), 33.

Doctor Knock. Shorter, Eric. DQTR 111 (Winter), 44-45.

Don's Party. Edelman, Charles. ETJ 2, 240-41.

Dragon Variation, The. Shorter, Eric. DQTR 108 (Spring), 38.

Dream Machine. Ansorge, Peter. PP 8 (May), 46.

Drums in the Night. Craig, Randall. DQTR 111 (Winter), 54-55. PP 2 (November), 53-54.

Dutch Uncle. Hamilton, Godfrey. PP 8 (May), 51.

Economic Necessity. Shorter, Eric. DQTR 111 (Winter), 39.

Edward G., Like the Film Star. Lipsius, Frank. PP 11 (August), 56.

Effects of Gamma Rays, The. Greer, Germaine. PP 4 (Jnauary), 44-45.

L'Enchanteur Pourissant. Peter, John. DQTR 110 (Autumn), 47.

Endgame. Lambert, J. W. DQTR 110 (Autumn), 26-27.

Epitaph for George Dillon. Coveney, Michael. PP 5 (February), 39-40.

Equus. Dawson, Helen. PP 12 (September), 43-45. Kalson, Albert E. ETJ 4, 514-15. Kerr, Walter. NYT 2 (September 2), 1, 3. Lambert, J. W. DQTR 111 (Winter), 14 16.

Every Packet Contains a Government Health Warning. Craig, Randall. DQTR 110 (Autumn), 42.

Excuses, Excuses. Ansorge, Peter. PP 12 (September), 58.

Fall in and Follow Me. Lipsius, Frank. PP 12 (September), 57.

Family Reunion, The. Shorter, Eric. DQTR 111 (Winter), 39-41.

Farm, The. Lambert, J. W. DQTR 111 (Winter), 17 18. PP 2 (November), 42-43.

Filth Hunt, The. Craig, Randall. DQTR 108 (Spring), 39-40.

Finishing Touches. Lambert, J. W. DQTR 111 (Winter), 23. PP 1 (October), 54-55.

Fish in the Sea, The. Shorter, Eric. DQTR 108 (Spring), 36.

Forefathers. Morawiec, Elzbieta. TP 8 (August), 17-23.

47th Saturday. Hammond, Jonathan. PP 10 (July), 59 60.

Freedom of the City, The. Coveney, Michael. PP 7 (April), 48-49. Lambert, J. W. DQTR 109 (Summer), 14-15.

Game for Two More Players. Shorter, Eric. DQTR 111 (Winter), 41-42.

Games. Hammond, Jonathan. PP 4 (January), 54.

Gangsters. Craig, Randall. DQTR 108 (Spring), 43.

Geordie's March. Lambert, J. W. DQTR 111 (Winter), 21.

George Hudson, The. Masters, Anthony. PP 12 (August), 57.

George Jackson Black and White Minstrel Show, The. Craig, Randall. DQTR 108 (Spring), 43-44.

Glasstown. Gilbert, W. Stephen. PP 12 (September), 55. Lambert, J. W. DQTR 110 (Autumn), 23.

Good Old Bad Days, The. Batchelor, Ruth. PP 5 (February), 34-35.

Grease. Bean, Robin. PP 11 (August), 50-51. Lambert, J. W. DQTR 110 (Autumn), 18-19.

Gulgutiera. Grodzicki, August and Klossowicz, Jan. TP 10 (October), 9-14.

Gypsy. Cushman, Robert. PP 10 (July), 42 43. Lambert, J. W. DQTR 110 (Autumn), 20.

Gyubal Wahazar. Fik, Marta. TP 9 (September), 17-20.

Habeas Corpus. Dawson, Helen. PP 10 (July), 44-45. Kerr, Walter. NYT 2 (August 26), 1, 3. Lambert, J. W. DQTR 110 (Autumn), 22.

Hans Kohlhaas. Gooch, Steve. PP 7 (April), 45. Lambert, J. W. DQTR 109 (Summer), 26-27.

Happy Arrival. Wysinska, Elzbieta. TP 9 (September), 22-23.

Happy as a Sandbag. Shorter, Eric. DQTR 108 (Spring), 35.

Hello and Goodbye. Lambert, J. W. DQTR 109 (Summer), 22-24. Lambert, J. W. DQTR 111 (Winter), 19. PP 3 (December), 55.

Hobson's Choice. Gow, Gordon. PP 6 (March), 48-49.

Holderlin. Narti, Anna Maria. PERF 6 (May/June), 74-81.

Hold Your Wodi, Chaps! Craig, Randall. DQTR 109 (Summer), 40-41.

Holy Ghostly, The. Craig, Randall. DQTR 110 (Autumn), 39.

Houseboy, The. Ansorge, Peter. PP 12 (September), 57-58. Craig, Randall. DQTR 110 (Autumn), 41.

House of Bernarda Alba, The. Gilbert, W. Stephen. PP 8 (May), 42-43. Lambert, J. W. DQTR 109 (Summer), 27-28.

Human Voice, The. Craig, Randall. DQTR 108 (Spring), 42-43.

Humulus the Muted Lover. Hammond, Jonathan. PP 4 (January), 54.

Inferno, The. Coveney, Michael. PP 5 (February), 42.

In Praise of Love. Lambert, J. W. DQTR 111 (Winter), 24-26. PP 2 (November), 48-49.

Inspector Calls, An. Gilbert, W. Stephen. PP 1 (October), 52-53. Lambert, J. W. DQTR 11 (Winter), 30.

Instrument for Love. Craig, Randall. DQTR 11 (Winter) 1, 53.

In the Jungle of Cities. Lambert, J. W. DQTR 109 (Summer), 27. Spurling, John. PP 8 (May), 45.

Island of the Mighty, The. Brustein, Robert. NYT 2 (January 7), 1, 5. Lahr, John. PP 5 (February), 31-33. Lambert, J. W. DQTR 108 (Spring), 17-19.

Is Your Doctor Really Necessary? Lambert, J. W. DQTR 110 (Autumn), 18.

Janitress Thrilled by a Prehensile Penis. Hammond, Jonathan. PP 4 (January), 53.

Jealous Old Husband. Shorter, Eric DQTR 110 (Autumn), 30-31.

Joseph and the Amazing Technicolor Dreamcoat. Bean, Robin. PP 7 (April), 50. Stuart, Alexander. PP 4 (January), 48-49.

Jugglers Three. Edelman, Charles. ETJ 1, 111.

Julius Caesar. Lambert, J. W. DQTR 111 (Winter), 35-36.

Juno and the Paycock. Lambert, J. W. DQTR 110 (Autumn), 25-26. Seymour, Alan. PP 11 (August), 51-52.

Just the Ticket. Shorter, Eric. DQTR 110 (Autumn), 32.

Ka Mountain and Guardenia Terrace. Langton, Basil. TDR 2 (June), 48-57. Trilling, Ossia. TDR (June), 33-47.

Kanjincho. ATB 2 (Fall/Winter), 2.

Kaspar. Craig, Randall. DQTR 108 (Spring), 40. Gooch, Steve. PP 7 (April), 44-45.

Kelly's Winder. Shorter, Eric. DQTR 110 (Autumn), 36.

King and I, The. PP 3 (December), 51-52.

King Lear. Narti, Anna Maria. PERF 6 (May/June), 74-81.

Krapp's Last Tape. Esslin, Martin. PP 6 (March), 39-40. Lambert, J. W. DQTR 108 (Spring), 15.

La Cantata Dei Pastori. O'Aponte, Miriam. ETJ 4, 456-62.

Landscape. Lambert, J. W. DQTR 111 (Winter), 32. PP 3 (December), 53.

Laughs Etc. Craig, Randall. DQTR 108 (Spring), 43.

Lear. Holloway, Ronald. ETJ 1, 108, 110.

Le Grand Magic Circus. Lambert, J. W. DQTR 108 (Spring), 24-25.

Le Malade Imaginaire. Peter, John. DQTR 110 (Autumn), 45.

Le Médicin Valant. Peter, John. DQTR 110 (Autumn), 46.

Leonardo's Last Supper. Shorter, Eric. DQTR 110 (Autumn), 30-31.

Lesson in Blood and Roses, A. Lambert, J. W. DQTR 111 (Winter), 20-21.

Let's Murder Vivaldi. Hammond, Jonathan. PP 4 (January), 54.

Letter, The. Shorter, Eric. DQTR 110 (Autumn), 35.

Liars, The. Shorter, Eric. DQTR 109 (Summer), 33-34.

Liberation. Fik, Marta. TP 6 (June), 10-12.

Liebelei. Lipsius, Frank. PP 9 (June), 53. Peter, John. DQTR 110 (Autumn), 45.

Limbo. Gilbert, W. Stephen. PP 1 (October), 62.

Little Man—What Now? Esslin, Martin. PP 8 (May), 44-45. Peter, John. DQTR 110 (Autumn), 44.

Local Stigmatic, The. Craig, Randall. DQTR 111 (Winter), 50.

Look Back in Anger. Coveney, Michael. PP 5 (February), 39-40.

Lovelies and Dowdies. Calandra, Denis. TDR 4 (December), 53-68. Sogliuzzo, A. Richard. ETJ 4, 515-16.

Love's Labour's Lost. O'Connor. PP 1 (October), 50-51.

Lower Depths, The. Esslin, Martin. TQ 9 (January/March), 6-11.

Macbeth. Gilbert, W. Stephen. PP 4 (January), 41-43. Lambert, J. W. DQTR 108 (Spring), 27-29. PP 3 (December), 59.

Macbett. Aaron, Jules. ETJ 1, 107-8. Esslin, Martin, PP 12 (September), 54-55. Lambert, J. W. DQTR 111 (Winter), 33.

Mad Dog. Gilbert, W. Stephen. PP 1 (October), 59-60.

Madman and the Nun, The. Dukore, Bernard F. ETJ 4, 505-6.

Magic of Pantalone, The. Craig, Randall. DQTR 111 (Winter), 55.

Magnificence. Hammond, Jonathan. PP 11 (August), 42-43. Lambert, J. W. DQTR 110 (Autumn), 16-17.

Mahler. Hamilton, Godfrey. PP 7 (April), 50.

Malcolm. Clarke, Sebastian. PP 4 (January), 55.

Malcontent, The. Lambert, J. W. DQTR 110 (Autumn), 27.

Malcontent Daughter, The. Shorter, Eric. DQTR 109 (Summer), 37-39.

Man from the East, The. Craig, Randall. DQTR 108 (Spring), 41-42. Madsen, Patricia. ETJ 2, 241-42.

Man of Destiny, The. Craig, Randall. DQTR 108 (Spring), 42.

Marriages. Hammond, Jonathan. PP 11 (August), 56.

Me Nobody Knows, The. Lambert, J. W. DQTR 110 (Autumn), 18.

Merry-Go-Round. Lambert, J. W. DQTR 111 (Winter), 26-28.

Metamorphoses of a Wandering Minstrel, The. Peter, John. DQTR 110 (Autumn), 47.

Min Fars Hus (My Father's House). Carlson, Harry G. ETJ 3, 381-82.

Misalliance. Lambert, J. W. DQTR 110 (Autumn), 25. Seymour, Alan. PP 9 (June), 50-51.

Misanthrope, The. Gilbert, W. Stephen. PP 7 (April), 39-41. Lambert, J. W. DQTR 109 (Summer), 29-32.

Miser, The. Shorter, Eric. DQTR 109 (Summer), 34.

Miss Julie Versus Expressionism. Craig, Randall. DQTR 111 (Winter), 52.

Mistress of Novices. Coveney, Michael. PP 7 (April), 46-47. Lambert, J. W. DQTR 109 (Summer), 24.

Monograms. Hammond, Jonathan. PP 4 (January), 54.

Monologue. Craig, Randall. DQTR 111 (Winter), 51.

Monty Python's Farewell Tour. Shorter, Eric. DQTR 110 (Autumn), 32-33.

Most Cheerful Man, The. Shorter, Eric. DQTR 110 (Autumn), 35-36.

Mother, The (Brecht). Craig, Randall. DQTR 110 (Autumn), 40. Gems, Pam. PP 10 (July), 59.

Mother, The (Witkiewicz). Morawiec, Elzbieta. TP 2 (February), 24.

Mother (Gorki). Londre, Felicia Hardison. ETJ 3, 379-80.

Mother Courage. Hammond, Jonathan. PP 4 (January), 53. Shorter, Eric. DQTR 108 (Spring), 33-35.

Mrs. Argent. Craig, Randall. DQTR 111 Winter), 54.

Much Ado About Nothing. James, Terry. PP 3 (December), 58-59.

Mutation Show, The. Craig, Randall. DQTR 110 (Autumn), 37.

My Fat Friend. Buckley, Peter. PP 5 (February), 38. Lambert, J. W. DQTR 108 (Spring), 23.

Night. Craig, Randall. DQTR 111 (Winter), 50-51.

Night at the Indian Empire, A. DQTR 109 (Summer), 36.

Nightwalk. Craig, Randall. DQTR 110 (Autumn), 37-38.

No, No, Nanette. Coveney, Michael. PP 10 (July), 52-53. Lambert, J. W. DQTR 110 (Autumn), 18.

Not Drowning but Waving. Masters, Anthony. PP 2 (November), 54-55.

Not I. Esslin, Martin. PP 6 (March), 39-40 Lambert, J. W. DQTR 108 (Spring), 15-16.

Nuts. Lambert, J. W. DQTR 110 (Autumn), 18.

Off the Bus. Craig, Randall. DQTR 110 (Autumn), 43.

Old Man's Comforts, The. Brien, Alan. PP 5 (February), 39. Craig, Randall. DQTR 108 (Spring), 42.

Old Times. Murphy, Marese. DQTR 109 (Summer), 45.

Only a Game. Coveney, Michael. PP 8 (May), 50. Lambert, J. W. DQTR 109 (Summer), 18.

Open Space. Ansorge, Peter. PP 12 (September), 57-58.

Open Theatre. Marowitz, Charles. PP 11 (August), 55

Othello, An. Aaron, Jules. ETJ 1, 107-8. Mellor, Isha. PP 5 (February), 55.

Our Town. Shorter, Eric. DQTR 109 (Summer), 34-35.

Owners. Esslin, Martin PP 5 (February), 41-42.

Pagan, Place, A. Lambert, J. W. DQTR 108 (Spring), 20-21.

Passion. Hausbrandt, Andrezej. TP 6 (June), 20-22.

Peace in Our Time. Shorter, Eric DQTR 108 (Spring), 35.

Pedagogue, The. Hammond, Jonathan. PP 4 (January), 54.

Peer Gynt. Elmwood, William R. ETJ 1, 110.

People Show. Hayes, Beth PP 12 (September), 59.

Pericles. Lambert, J. W. DQTR 111 (Winter), 32-33.

Petticoat Rebellion, The. Lambert, J. W. DQTR 111 (Winter), 21.

Petty Bourgeois, The Craig, Randall. DQTR 111 (Winter), 51-52.

Pinterplay: Applicant, Trouble in the Works, The Collection. ETJ 4, 515.

Pippin. Davies, Russell. PP 3 (December), 48-50.

Playgoers. Mellor, Isha. PP 5 (February), 55.

Playing with Fire. Craig, Randall. DQTR 108 (Spring), 42.

Play Strindberg. Esslin, Martin. PP 11 (August), 52-53.

Possessed, The. TP 1 (January), 40-41. Peter, John. DQTR 110 (Autumn), 47.

Potsdam Quartet, The. Shorter, Eric DQTR 111 (Winter), 42.

Private Matter, A. Howlett, Ivan. PP 7 (April), 47-48. Lambert, J. W. DQTR 109 (Summer), 20-22.

Problem, The. Hammond, Jonathan PP 4 (January), 54.

Pope's Wedding, The. Shorter, Eric. DQTR 110 (Autumn), 36.

Prodigal Daughter, The. Shorter, Eric. DQTR 109 (Summer), 39.

Prosecution, The. Clark, Sebastian PP 4 (January), 55.

Provoked Wife, The. Lambert, J. W. DQTR 110 (Autumn), 24-25. Masters, Anthony. PP 11 (August), 53 54. Shorter, Eric. DQTR 109 (Summer), 32-33 Stuart, Alexander. PP 7 (April), 49.

Ramsay MacDonald: The Last Ten Days. PP 1 (October), 63.

Real Inspector Hound, The. Coveney, Michael. PP 4 (January), 51. Lambert, J. W. DQTR 108 (Spring), 27.

Recruiting Officer, The. Shorter, Eric. DQTR 111 (Winter), 38-39.

Red Ladder. NTM 3 (March), 23-29.

Relative Values. Lambert, J. W. DQTR 111 (Winter), 31.

Removalists, The. Lambert, J. W DQTR 111 (Winter), 18. Seymour, Alan. PP 12 (September), 46-47.

Replique. Bartczak, Halina. TP 3 (March), 6. TP 3 (March), 14-17.

Revival Lambert, J. W. DQTR 108 (Spring), 21-23.

Richard II. Ansorge, Peter. PP 9 (June), 39-41.

Richard III. Ansorge, Peter. PP 9 (June), 52-53. Peter, John. DQTR 110 (Autumn), 46-47. Shorter, Eric DQTR 108 (Spring), 33.

Ring Around the Moon. Mellor, Isha. PP 5 (February), 55.

R Loves J. Howlett, Ivan. PP 12 (September), 52-53.

Rocky Horror Show, The. Craig, Randall. DQTR 110 (Autumn), 40-41. Gilbert, W Stephen. PP 11 (August), 54-55.

Romeo and Juliet. Cushman, Robert. PP 8 (May), 39-41.

Rooted. Edelman, Charles. ETJ 1, 111.

Rosmersholm, Lambert, J. W. DQTR 110 (Autumn), 23-24. Seymour, Alan. PP 10 (July), 54-55.

Royal Hunt of the Sun, The. Lambert, J. W. DQTR 111 (Winter), 32.

Rule Britannia. Craig, Randall. DQTR 108 (Spring), 39

Saturday, Sunday, Monday. Lambert, J. W. DQTR 111 (Winter), 28-30. PP 3 (December), 41-43.

Savages. Bryden, Ronald. PP 9 (June), 42-43. Esslin, Martin. TQ 12 (October/December), 79-83. Hampton, Christopher. TQ 12 (October/December), 60-78. Kerr, Walter. NYT 2 (September 9), 1, 18. Lambert, J. W. DQTR 109 (Summer), 15-18.

Say Goodnight to Grandma. Gooch, Steve. PP 8 (May), 49-50. Lambert, J. W. DQTR 109 (Summer), 18-20.

Schellenbrack. Craig, Randall. DQTR 109 (Summer), 41.

Sea, The. Esslin, Martin. PP 10 (July), 46 47. Lambert, J. W. DQTR 110 (Autumn), 14-16.

Seagull, The. Howlett, Ivan. PP 10 (July), 51.

Section Nine. Lambert, J. W. DQTR 111 (Winter), 19. PP 3 (December), 55.

Sense of Detachment, A. Bryden, Ronald. PP 5 (February), 36-37. Lambert, J. W. DQTR 108 (Spring), 16-17.

Shakespeare the Socialist. Hammond, Jonathan. PP 4 (January), 54.

Shoemakers, The. Hammond, Jonathan. PP 2 (November), 57.

Shrew, The. Hayes, Beth. PP 3 (December), 58.

Sighs of a Slave Dream. Clarke, Sebastian. PP 4 (January), 55.

Signs of the Times. Lambert, J. W. DQTR 110 (Autumn), 22-23. Leonard, Hugh. P 11 (August), 44-45.

Silver Tassie, The. Hammond, Jonathan. PP 4 (January), 53-54.

Sizwe Bansi is Dead. Craig, Randall. DQTR 111 (Winter), 1-52. PP 2 (November), 54.

Slight Ache, A. Lambert, J. W. DQTR 111 (Winter), 32. PP 3 (December), 52.

Small Craft Warnings. Buckley, Peter. PP 6 (March), 44-45. Lambert, J. W. DQTR 109 (Summer), 24.

Smile Orange. Clarke, Sebastian. PP 4 (January), 55.

Snaps. Craig, Randall. DQTR 109 (Summer), 40.

Spell of the Giantess, The. ATB 2 (Fall/Winter), 2, 4.

State of Emergency. Hammond, Jonathan. PP 4 (January), 53.

Stay Where You Are. Craig, Randall. DQTR 111 (Winter), 53-54.

Stourac, Richard. German Worker's Theatre: agit prop between the wars. NTM 3 (March), 5-10.

Strawberry Gardener. Hammond, Jonathan. PP 11 (August), 56.

Striving, The. Hausbrandt, Andrzej. TP 6 (June), 20--22.

Suzanna Andler. Hayes, Beth. PP 8 (May), 49. Lambert, J. W. DQTR 109 (Summer), 24-26.

Sweeney Todd. Hammond, Jonathan. PP 10 (July), 60-61. Lambert, J. W. DQTR 110 (Autumn), 17-18.

Sweet Talk. Gilbert, W. Stephen. PP 12 (September), 56-57.

Sylvia Plath. Lambert, J. W. DQTR 111 (Winter), 19.

Tamburlaine the Great. Stedman, Jane W. ETJ 1, 106.

Taming of the Shrew, The. O'Connor, Garry. PP 2 (November), 46-47.

Tartuffe. Londre, Felicia Hardison. ETJ 3, 381.

Tarzan's Last Stand. Shorter, Eric. DQTR 110 (Autumn), 32.

Terminal. Craig, Randall. DQTR 110 (Autumn), 38-39.

Terrible Jim Fitch. Craig, Randall. DQTR 108 (Spring), 43.

Theatre Machine. Craig, Randall. DQTR 111 (Winter), 53.

Third Breast, The. Wysinska, Elzbieta. TP 4-5 (May), 54.

Three Arrows, The. Shorter, Eric. DQTR 108 (Spring), 36-38.

301 Years a Unicyclist. Mellor, Isha. PP 5 (February), 55.

Three Jogs Around the Campus. Craig, Randall. DQTR 110 (Autumn), 41-42.

Three Sisters, The. Ansorge, Peter, PP 6 (March), 46-47. Lambert, J. W. DQTR 108 (Spring), 29-31.

Titus Andronicus. Lambert, J. W. DQTR 111 (Winter), 37.

Tooth of Crime, The. Aaron, Jules. ETJ 3, 368-70. Schechner, Richard. TDR 3 (September), 5-36.

Trials of Brother Jero, The. Craig, Randall. DQTR 109 (Summer), 42.

Triangle. Hammond, Jonathan. PP 4 (January), 54.

Triple Bill. Shorter, Eric. DQTR 110 (Autumn), 30-31.

True Story of Squire Jonathan and His Unfortunate Treasure, The. Craig, Randall. DQTR 110 (Autumn), 42-43.

Twelfth Night. Lambert, J. W. DQTR 110 (Autumn), 27. Lambert, J. W. DQTR 111 (Winter), 32.

Two and Two Make Sex. Lambert, J. W. DQTR 111 (Winter), 23. PP 1 (October), 60-61.

Two Gentlemen of Verona. Lambert, J. W. DQTR 110 (Autumn), 19-20. Lipsius, Frank. PP 9 (June), 46-47.

II Josephine House. Craig, Randall. DQTR 108 (Spring), 40. Hammond, Jonathan. PP 4 (January), 54.

Umabatha. Peter, John. DQTR 110 (Autumn), 47-48.

Uncle Vanya. Shorter, Eric. DQTR 111 (Winter), 45-46.

Under the Skin of the Statue of Liberty. Shore, Rima. TDR 1 (March), 138-42.

Unknown Soldier and His Wife, The. Brien, Alan. PP 6 (March), 42-43. Lambert, J. W. DQTR 108 (Spring), 25-27.

Unseen Hand, The. Craig, Randall. DQTR 109 (Summer), 41-42. Lipsius, Frank. PP 8 (May), 48.

Up the Bamboo Tree. Craig, Randall. DQTR 111 (Winter), 55.

Vatzlav. Craig, Randall. DQTR 109 (Summer), 42-43.

West Side Story. Lambert, J. W. DQTR 110 (Autumn), 18.

What Maisie Knew. Shorter, Eric. DQTR 111 (Winte), 42.

White Raven, The. Shorter, Eric. DQTR 109 (Summer), 36-37.

White the Sun Shines. Crosby, John. PP 5 (February), 40.

Who's Who. Lambert, J. W. DQTR 110 (Autumn), 21-22. Wilson, Sandy. PP 11 (August), 46-47.

Who Was Hilary Maconochie? Hammond, Jonathan. PP 4 (January), 54.

Wild Duck, The. Peter, John. DQTR 110 (Autumn), 48.

Willie Rough. Hayes, Beth. PP 6 (March), 48. Lambert, J. W. DQTR 108 (Spring), 19-20.

Wolf, The. Lambert, J. W. DQTR 111 (Winter), 26. PP 3 (December), 44-45.

Woman in White, The. Shorter, Eric. DQTR 110 (Autumn), 23.

Worthy Guest, A. Shorter, Eric. DQTR 111 (Winter), 46-47.

Woyzeck. Gooch, Steve. PP 7 (April), 44. Lambert, J. W. DQTR 108 (Spring), 30-31.

Yerma. Peter, John. DQTR 110 (Autumn), 44.

You Never Can Tell. Shorter, Eic. DQTR 109 (Summer), 39.

Voyage, The. Zanotto, Ilka Marinho. TDR 2 (June), 66-72.

Zoo Story. Craig, Randall. DQTR 111 (Winter), 52-53.

[Also see: 27474, 27480*, 27495, 27499, and 27524.]

C. THEATRE SEASON REVIEWS

Anderson, Michael. Bristol. PP 4 (January), 62. PP 9 (June), 64-65. PP 11 (August), 66-67.

————. Cardiff. PP 8 (May), 63-64.

————. Exeter, Bristol, and Cardiff. PP 3 (December), 66-67.

Ansorge, Peter. Nottingham. PP 2 (November), 63-64.

Axworthy, Geoffrey. The seventeenth National Student Festival, Bradford '72. DED 1, 230-35.

Baneshik. South Africa. PP 10 (July), 66.

Barker, Clive. Emergent theatre. DQTR 111 (Winter), 72-73.

Barker, Felix. Vivat! Vivat! Chichester! T73, 27-36.

Barnes, Clive. On and Off Broadway. T73, 115-22.

Behm, Tom. Southern Children's Theatre Circuit meets. CTR 3 (September), 6-9.

Berkuist, Robert. Yoo-hoo—It's show time on Broadway. NYT 2 (August 26), 1, 3, 4.

Bloom, Gilbert L. Edinbugh National Festival. ETJ 1, 105-6.

Bowker, Gordon. Birmingham. PP 8 (May), 67.

Brien, Alan. The Romans. PP 3 (December), 32-36.

Brine, Adrian. Amsterdam. PP 4 (January), 65-66.

————. Brussels. PP 9 (June), 63. PP 11 (August), 64.

————. Holland. PP 7 (April), 57-58. PP 8 (May), 60. PP 9 (June), 61-62. PP 10 (July), 65.

Brustein, Robert. A crisis in criticism. PP 6 (March), 60-61.

————. London's theatre has the flu, too. NYT 2 (February 11), 1, 19.

————. New York may never see them. NYT 2 (July 1), 1, 4.

Buckley, Peter. Top banana? T73, 68-79.

Burian, Jarka M. Post-war drama in Czechoslvakia. ETJ 3, 299-317.

Chronology of productions of Witkacy's plays in English, A. POLR 1-2, 119-20.

City Center Acting Company Repertory. NYTCR 25, 132-35.

Clarke, Sebastian. Black Theatre. PP 4 (January), 55.

Colgan, Gerald. Dublin. PP 8 (May), 62-63. PP 9 (June), 65. PP 3 (December), 62-64.

Croyden, Margaret. New Trends in Russia? NYT (July 29), 1, 4.

Culture, controversy, and codfish. PAC 3 (Fall), 26.

de Jongh, Nicholas. Notes from the Underground. T73, 46-53.

Douglas, Reid. Australia. PP 6 (March), 56-57.

Erdelyi, Joe. A big plus for Toronto. PAC 3 (Fall), 22-23.

————. Another good year. PAC 3 (Fall), 23.

————. Safe, but not so sure. PAC 2 (Summer), 26-27.

Fernandez, Oscar. Censorship and the Brazilian theatre. ETJ 3, 285-98.

Fik, Marta. 8th Warsaw theatrical meeting. TP 4-5 (May), 50-51.

Ford, John. Sheffield. PP 11 (August), 67.

Freeman, Les. And what the papers said. PP 4 (January), 36-39.

Galewicz, Janusz. The Poznan Puppet and Actor Theatre 'Marcinek'. TP 7 (July), 22-26.

Gilbert, W. Stephen. Camp laments of the season. PP 5 (February), 43-44.

————. Prospect for the future. PP 1 (October), 24-27.

————. Two stages forward. PP 3 (December), 24-27.

Godard, Colette. Paris. PP 6 (March), 65.

Gooch, Steve. Devon. PP 8 (May), 66.

Grisar, Mark. Liverpool. PP 6 (March), 55-56.

Gruda, Józef. In the Szczecin Castle. TP 2 (February), 7-12.

Hammond, Jonathan. China. PP 3 (December), 68-69.

————. Fringe. PP 4 (January), 53-54. PP 5 (February), 46-47. PP 6 (March), 50-52. PP 7 (April), 52-54. PP 8 (May), 52-53. PP 9 (June), 54-55.

Hayes, Beth. Paris. PP 4 (January), 64.

Hayman, Ronald. Features: Chichester—the first twleve years and the future. DQTR 110 (Autumn), 60-65.

————. Features: March in Germany—eleven days of a diary. DQTR 109 (Summer), 55-63.

Hobson, Harold. Daubeny and the world theatre seasons. T73, 20-26.

Holloway, Ronald. Germany. PP 4 (January), 65. PP 5 (February), 50-51. PP 6 (March), 64-65. PP 8 (May), 60-61. PP 9 (June), 62-63. PP 10 (July), 64-65. PP 11 (August), 63-64. PP 12 (September), 62-63. PP 1 (October), 70-71. PP 2 (November), 59-60. PP 3 (December), 64-65.

Howard, Roger. China. PP 4 (January), 62-64.

Hughes, Catherine. New York. PP 4 (January), 60-61. PP 5 (February), 48-49. PP 6 (March), 58-59. PP 7 (April), 60-61. PP 8 (May), 58-59. PP 9 (June), 56-57. PP 10 (July), 62-63. PP 11 (August), 58-59. PP 12 (September), 60-61. PP 1 (October), 68-69. PP 2 (November), 58-59. PP 3 (December), 60-61.

Hurren, Kenneth. News and comment: quarter. DQTR 108 (Spring), 68-71.

Itzin, Catherine. Theatrefacts. TQ 9 (January/March), 102-11. TQ 10 (April/June), 97-111. TQ 11 (July/September), 101-14. TQ 12 (October/December), 98-111.

James, Terry. Howff Season. P 3 (December), 56-57.

————. National youth theatre. PP 2 (November), 55-56.

Julien, Michael. East Germany. PP 2 (November), 60-61.

————. Poland. PP 7 (April), 64-65.

———. The World Festival of Youth and Students. TDR 4 (December), 90-98.

Kennedy, Dennis. Shiraz-Persepolis Festival. ETJ 4, 516-18.

Kingston, Jeremy. The year of the flash. T73, 37-45.

Kingston, Toby. Coventry. PP 3 (December), 67.

Kirby, Victoria Nes. World Festival of Theatre. TDR 4 (December), 5-33.

Klossowicz, Jan. Lublin student spring. TP 10 (October), 20-24.

Knight, Stephen. Colchester. PP 7 (April), 57.

———. East Anglia. PP 6 (March), 54-55. PP 8 (May), 65-66. PP 1 (October), 73, 75.

Lane, John Francis. Italy. PP 11 (August), 59-61.

———. Milan. PP 7 (April), 62 63.

Leech, Michael. Canada. PP 7 (April), 58-59.

———. Finland. PP 3 (December), 65.

Lipsius, Frank. And a painful Christmas. PP 5 (February), 45.

———. Bye, Bye, Berlin. PP 7 (April), 26-27.

———. Canadian Festival. PP 2 (November), 57.

———. Hungary. PP 9 (June), 59-61. PP 12 (September), 63-66.

Loney, Glenn M. Genesis of the festivals. TC 2 (March/April), 9-11, 30-34.

———. Some outstanding events: festivals 1973. TAN, 91-101.

Marcus, Frank. Ten years of world theatre. PP 7 (April), 18-22.

Masters, Anthony. Soho Polly season. PP 3 (December), 59.

———. Twelfth Night/Royal Hunt. PP 1 (October), 62.

Mezei, Stephen. Change of address. PAC 3 (Fall), 19.

———. Filling the void. PAC 1 (Spring), 20.

———. The Irish are coming. PAC 1 (Spring), 21.

Mortimer, Peter J. A look at the first ThOnt Festival. PAC 2 (Summer), 35-36.

Mullaly, Edward. Have play, will travel. PAC 3 (Fall), 17-18.

Narti, Anna Maria. Stockholm 1973: political discussion and realism. PERF 6 (May/June), 74-81.

Nunn, Trevor and Jones, David. Writing on sand. T73, 54-67.

O'Connor, Garry. Oxford. PP 1 (October), 73.

Odessa Globe Shakespeare Festival. IODN (November), 1.

Oliver, Cordelia. Edinburgh, PP 7 (April), 54.

Oliver, Cordelia and Self, David. Edinburgh. PP 1 (October), 64-66. PP 2 (November), 61-63.

Oliver, Cordelia. Scotland. PP 8 (May), 64-65. PP 10 (July), 67. PP 11 (August), 68.

Oregon Shakespeare Festival. IODN (February), 1. IODN (May), 1. IODN (August), 2. IODN September), 1.

Page, Malcolm Canada. PP 8 (May), 62.

Perrick, Eve. The nostalgia boom. PP 6 (March), 71.

Peter, John. Plays in performance: world theatre season. DQTR 110 (Autumn), 44-49.

———. Umewaka Noh Troupe. DQTR 110

Plays and Players 1972 awards. PP 4 (January), 110 (Autumn), 47. 20-32.

Potts, Norman B. The Everyman Players. PM 5-6, 230-35.

Reich, Pauline. Report from Japan. ATB 2 (Fall/Winter), 4-5.

Richards, Michael. NUS Festival. PP 6 (March), 52-53.

Roose Evans, James. Roy Hart Theatre. PP 3 (December), 56.

Roy, Robert. Birmingham. PP 7 (April), 56. PP 9 (June), 65.

———. Liverpool. PP 7 (April), 56-57. PP 8 (May), 65.

Rubin, Don. Buy Canadian or By Canadian. PAC 3 (Fall), 24-25.

———. To be (Canadian) or not to be. PAC 2 (Summer), 12-15.

Rudman, Michael. Edinburgh's traverse now and then. T73, 123-31.

Ryan, Paul Ryder. Shiraz-Persepolis and the Third World. TDR 4 (December), 31-52.

Saddler, Allen. Devon. PP 6 (March), 53-54.

———. Southwest. PP 10 (July), 66. PP 1 (October), 75. PP 3 (December), 68.

Self, David. Lancaster. PP 8 (May), 67.

———. Edinburgh 2. PP 1 (October), 65-66.

Seymour, Alan. The Australian revival. PP 11 (August), 24-25.

———. Moscow. PP 11 (August), 62-63.

———. A Persian odyssey. PP 2 (November), 66-69.

Shek, Ben. En Francais Le Grand Cirque Ordinaire. PAC 4 (Winter), 16-19.

Shorter, Eric. Festival. DQTR 111 (Winter), 47-49.

———. Repertory round up. T73, 105-14.

———. Tents and tendencies in France. DQTR 108 (Spring), 57-64.

Spurling, Hilary. Images of world theatre. PP 10 (July), 38.

Spensley, Philip. Ah, Montreal *is* Montreal! PAC 2 (Summer), 20-23.

———. Formula for success. PAC 3 (Fall), 16-17.

Stitt, Kenn. Newcastle. PP 5 (February), 50. PP 6 (March), 54.

———. North East. PP 10 (July), 66-67. PP 3 (December), 67-68.

Stowell, Don. Avignon. PP 1 (October), 71.

Temkine, Raymonde. The Polish-French seminar on theatre at Royaumont. TP 6 (June), 5-6.

Thomson, Peter. No Rome of safety: the Royal Shakespeare Season 1972 reviewed. SS, 139-50.

Trilling, Ossia. Features: letter from Scandinavia. DQTR 109 (Summer), 66-68.

Tsuno, Kaitarō. Poor European theatre. CTJA 3-4, 10-25.

Utah Shakespearean Festival. IODN (October), 2.

Washington Shakespeare Summer Festival. IODN (May), 1.

Welworth, George E. The play's the sting in Argentina. NYT 2 (September 9), 1, 18.

Wyińska, Elzbieta. Around the press. TP 9 (September), 31-33.

Young, B. A. Love-Song for the Young Viv. T73, 80-84.

Zentis, Joseph J. The theatre festival as theatre. YT 1 (Winter), 83-109.

ABSTRACTS OF DOCTORAL DISSERTATIONS IN THE FIELD OF SPEECH COMMUNICATION, 1973

CAL M. LOGUE
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Two hundred and ninety-one doctoral dissertation abstracts are presented below. The abstracts are categorized under nine areas: Forensics, 1; Instructional Development, 16; Interpersonal and Small Group Interaction, 23 (with 3 for 1972); Interpretation, 14; Mass Communication, 20 (with 4 for 1972); Public Address, 35 (with 4 for 1972); Rhetorical and Communication Theory, 48 (with 1 for 1971 and 5 for 1972); Speech Sciences and Audiology, 46 (with 3 for 1972); and Theatre, 60 (with 1 for 1969, 1 for 1970, 1 for 1971, and 5 for 1972).

The table below compares the number of dissertation abstracts reported in the *Bibliographic Annual* from 1969 to 1973. The number of institutions reporting abstracts during these years is also included. It is interesting to note that although forty different institutions submitted abstracts in 1973—six more than in 1972—only 263 abstracts were submitted. Data in the table are accumulative. For example if an abstract of a dissertation completed in 1970 were not sent in until 1973 the abstract is added to the total number submitted in 1970.

ABSTRACTS REPORTED AND NUMBER OF INSTITUTIONS REPORTING, 1969-1973

	1969	1970	1971	1972	1973
Forensics	1	1	2	0	1
Instructional Development	14	9	16	12	16
Interpersonal and Small Group Interaction	15	24	29	36	23
Interpretation	9	10	11	13	14
Mass Communication	23	32	33	36	20
Public Address	53	35	31	55	35
Rhetorical and Communication Theory	41	46	47	46	48
Speech Sciences and Audiology	65	68	71	66	46
Theatre	53	37	45	55	60
TOTAL	274	262	285	319	263
Number of Universities Reporting	32	35	35	34	40

Each abstract has been placed in the category in which it appears to be most appropriate. Many of the abstracts, however, relate to more than one area. The department in which the dissertation was completed is in parentheses. Unless a different date appears after the name of the department, the dissertation was completed in the year 1973. Unless otherwise indicated, the dissertation was completed in fulfillment of requirements for the Ph.D. Unless otherwise noted at the end of the abstract, the dissertation was abstracted by its author.

Forensics

Shelby, Annette Nevin. The Development of the Theory of Argumentation and Debate. Louisiana State U (Speech).

The purpose of this study was to trace the development of argumentation and debate theory from 1895, the publication date of "the first modern textbook on the subject," to 1970. Utilizing argumentation and debate textbooks and relevant journal articles as primary research materials, the study identifies and describes crucial issues and constructs, analyzes and synthesizes consequential modifications in theory.

In organization, the study examines theoretical developments chronologically in terms of three periods: "The Standard Tradition" (1895-1917); "The Middle Period" (1917-c. 1955); and, "Contemporary Theory" (c. 1955-1970). Internally, chapters treat the nature of argumentation, analysis, proof, and the forensic itself.

Specific inferences about the development of theory which are cited in the study are too numerous to list in an abstract. These conclusions reflect the intellectual heritage of the discipline and the influence of philosophical predispositions on prescriptive theory.

Rooted in classical philosophy and rhetoric and sensitive to contemporary developments in logic, sociology, psychology, and educational philosophy, argumentation and debate's subject matter has remained dynamic. Practically, moreover, the discipline has applied to deliberative subjects principles and procedures indigenous to forensic speaking.

Underlying positions on analysis, proof and the forensic itself are critical philosophical questions involving the nature, scope, and end of argumentation. The issue raised in the Wells-O'Neill exchanges—whether debating should be practiced as a "game" or as a true to life venture—serves to crystallize most of the controversy. As the study observes, that question remains unresolved.

Instructional Development

Baumeister, Roger L. The Concept of Dialogue of Reuel L. Howe, Northwestern U (Speech).

The concept of human communication as dialogue has been accorded growing prominence through the writings of scholars from many fields including speech communication. Despite the growing importance given dialogue in the communication literature at the present time, the concept is only broadly and flexibly defined.

The purpose of this study, therefore, is to extend the existing, but imprecise, boundaries of knowledge about communication as dialogue with the intent of giving clarity of definition to this communication concept. To accomplish this purpose the study forwards the following hypothesis: Reuel L. Howe's concept of dialogue for Christian ministry provides one theoretical and operational framework by which emerging concept of communication as dialogue can be described with greater clarity and precision.

Howe's concept of dialogue is described and analyzed from the following perspectives: historical backgrounds, theological foundations, nature, and operational framework. The data derived from these perspectives is utilized to respond to eight questions germane to dialogical research raised by speech communication researcher Richard L. Johannesen on the basis of his survey of the dialogical communication literature.

The study elicits data which helps to define the emerging concept of dialogue with greater clarity and precision. Further, the data suggest five significant areas of investigation to which later philosophical and empirical research in communication as dialogue might be addressed.

Blanche, Jerry D. An Evaluation of Speech Methods Courses in Secondary Teacher Preparation Programs of State-Supported Colleges and Universities in Missouri. U of Missouri (Speech and Dramatic Art).

This study evaluates speech methods courses in secondary teacher preparation programs of nine state-supported colleges and universities in Missouri. A questionnaire gathered data from recent speech education graduates about four broad categories: profiles of speech education graduates, characteristics of speech teaching positions, the nature of speech methods courses, and effectiveness of speech methods courses.

First, a trend toward graduates continuing their higher education soon after receiving undergraduate degrees was evidenced by the study. The data also indicated that most speech education graduates did not teach separate speech *courses* in the secondary schools. There was no indication that the longer someone taught the greater the probability he or she would teach separate courses in speech.

Second, three preparations, speech, English, and theatre, were the norm for over one-third of the responding teachers. A majority of the respondents indicated that they taught speech as a part of other courses in their teaching load.

Third, practically all secondary speech education majors enrolled in a speech methods course but few majors took more than one speech methods course. The majority of institutions represented in this study stressed "theoretical" content. "Practical" content was indicated by less than one-fourth of the respondents.

Fourth, approximately two-thirds of the respondents considered their speech methods courses "adequate" or better in effectiveness, and approximately one-third considered the courses below "adequate" in effectiveness. Speech methods courses which were rated "very effective" were associated with "practical" content.

Booth, James L. An Investigation of the Effects of Two Types of Instructional Objectives on Student Achievement and Attitudes. Purdue U (Communication).

This study was designed to investigate the effect of two types of instructional objectives on student achievement and attitude in the basic speech-communication course at Purdue University. Two treatment groups, consisting of ten class sections each, received nine instructional objectives. The objectives provided the first treatment group were written in behavioral terms and represented three distinct levels of learning. The objectives provided the second treatment group were written in non-behavioral terms. At the conclusion of the three-week unit in dyadic communication, a researcher-designed content test was administered to both treatment groups to assess student achievement of the objectives. Subscores of the content test were used to determine student achievement on the three defined levels of learning. The Purdue Rating Scale for Instruction (PRSI) was employed to measure student attitude toward instruction.

Results of the 2 x 2 analysis of variance of achievement scores indicated that students who received the behavioral objectives scored significantly higher on the content test of cognitive learning than students provided with general objectives. A series of t-tests was computed to determine significant differences in achievement scores on the three defined levels of learning. Results of the t-tests indicated that students provided with behavioral objectives achieved significantly higher on all three levels of learning than students provided with general objectives.

Results of the 2 x 2 analysis of variance of student responses to the PRSI resulted in no significant differences in student attitudes toward instruction between the two treatment groups.

Civikly, Jean M. A Description and Experimental Analysis of Teacher Nonverbal Communication in the College Classroom. Florida State U (Communication).

This study examined the effect of three forms of teacher nonverbal communication (minimum, maximum, contradictory) on two measures of teacher effectiveness: student cognitive achievement and affective responses to the teaching situation. Three student characteristics, sex, grade point average, and reason for attending college were also analyzed in relation to the dependent measures.

The research was conducted in two major stages. In the descriptive stage, an observational coding system for teacher nonverbal communication was developed and validated. The average index of agreement between judges of .657 sufficiently justified use of the system.

For the experimental stage of research, three videotapes of a thirty minute college lecture by a trained teacher-actor were developed. In the first tape, the instructor remained in a stationary position for the duration of the lecture (Minimum). In the second tape, the instructor evidenced a large amount of physical activity, hand gestures, and vocal expressions (Maximum). In the third tape, the instructor was active, as in the Maximum condition, but his nonverbal behaviors contradicted his verbal behaviors. Except for these three differences in nonverbal behavior, the lectures were identical. A twenty-item multiple choice test was constructed to measure the student's cognitive achievement. Student affective reactions to the teaching situation were indicated by the student's responses to a semantic differential instrument which was judged valid and reliable during a pilot study.

The results indicated no significant differences in achievement scores or affective reactions for students in the three teacher nonverbal communication conditions. Although there was a significant difference in achievement scores in experimental conditions and a control condition, no such difference was apparent for the scores as a function of teacher nonverbal communication. Males and females did not differ significantly in their cognitive and affective responses for each of the three nonverbal conditions. However, the results indicated a systematic tendency for female subjects to score higher on the cognitive test, and lower (less positively) on the affective measure. Students with low grade point averages did not score significantly lower than students with high grade point averages on the cognitive or affective measures for each of the three nonverbal conditions. Finally, there was no significant difference for students indicating "academic goals" as their primary reason for attending college and those indicating alternative goals.

Conner, Laurence M. An Investigation of the Effects of Selected Educational Drama Techniques on General Cognitive Abilities. Southern Illinois U (Speech).

The purpose of this study was to formulate a method of using educational drama to develop cognitive abilities. The following question was posed: Does it appear that a treatment employing educational drama is effective for developing cognitive abilities?

This experiment was conducted in six elementary schools, utilizing 128 second grade students. Since the teacher's level of formal preparation in drama was deemed a factor hindering achievement of significance in a previous study, four groups received the treatment. Two treatments were conducted by classroom teachers with no formal drama training and two were conducted by a teacher with drama training. Two control groups were also included.

Each of the five treatment units used dramatic techniques to affect competence in particular cognitive abilities. The pretest was administered the last day of the pretreatment week, and the posttest was administered the day after the final treatment session.

Pre- and posttest means were calculated for each of the six groups. All hypotheses were tested at the .05 level of significance. General findings were as follows: (1) Pre- to posttest gains were significantly greater for the experimental groups than for the control groups. (2) No significant difference was found between the teacher with drama training and the teachers lacking drama training.

According to these results educational drama seems to be effective in developing cognitive abilities. Further investigations involving factors which influence the effectiveness of educational drama techniques is needed.

Dellinger, Susan E. Classroom as Process: A Dramatistic Observational Model. U of Colorado (Communication).

The purpose of this study was to design a conceptual model for observation of the classroom teaching/learning process which would be more comprehensive than extant observational models and process, rather than product, oriented.

The resulting model was termed "dramatistic" because it blends selected concepts from dramatic and educational theory. This analogic blend was possible through implementation of the dramatistic pentad of Kenneth Burke. The pentad provided a conceptual framework through which the classroom observer could use the Burkeian concepts of act, agent, agency, scene, and purpose to garner useful information concerning the classroom elements of teacher and student, time, space, methology, and motivation. By stimulating the observer to account for five different variables within the classroom communication transaction, the dramatistic model is more comprehensive than others available.

The most potentially utilitarian aspect of this model is the graphic "act" construct. Within the dramatistic analogy was the notion that the communication transactions of the teaching/learning process constitute the "act" in progress. To examine the teaching/learning process as "act," the developmental stages of the dramatic plot form (exposition, rising action, conflict, crisis, climax, and resolution) were incorporated into the dramatistic model. The observer is free to chart the progression of the classroom act maintaining constant awareness of its interrelationship with the other four elements of the dramatistic observational model.

Del Polito, Carolyn M. The Development, Implementation, and Evaluation of A Self-Concept Enhancement Program. Purdue U (Communication).

The purpose of this investigation has been to develop and evaluate a self-concept enhancement program which can be adapted into existing communication courses. The goals of the program were to enhance students' concepts of themselves generally and as communicators which in turn was expected to enhance their communication abilities. To this end, instructional materials and instructor guidelines, based on the relevant research, were designed and implemented.

Research hypotheses were tested to determine the effects of the self-concept enhancement program on the communication student's general self-concept, self-concept as a communicator, communication ability, and perception of teacher effectiveness in the classroom.

To test the hypotheses, pre-tests of the Tennessee Self-Concept Scale and the Index of Self-Concept as a Communicator were given to eighty-six students enrolled in six sections (2 = experimental, 2 = placebo, 2 = control) of the required basic communication course. For the experimental sections, the testing was followed by an introduction to the unit on self-concept enhancement. In addition, the instructors of the experimental sections received guidelines to be used in their interactions and evaluations of students for the remainder of the semester.

To determine the effects of the experimenter's joining the classes, the placebo sections received a unit covering interviewing. The control sections only received pre- and post-tests; teacher instruction on self-concept was not offered to the placebo or control group instructors.

During the last week of the semester, post-tests of the self-concept measures were readministered. Students also responded to a revised version of the Purdue Rating Scale for College Teaching to determine student perception of teacher behavior. The data were analyzed using one-way and two-way analyses of variance.

The results of the primary and subsequent post-hoc analyses revealed insufficient statistical significance (p .05) to support the research hypotheses. The apparent trends revealed by the data, however, suggested interesting implications for future self-concept and communication research—particularly in the measurement of self-concept enhancement.

Hochel, Sandra S. The Relationship of Self-Concept as a Communicator to Effectiveness in Student Teaching. Purdue U (Communication).

The primary purpose of this investigation was to examine the relationship between student teachers' self-concept of communication ability and selected criteria of success in student teaching. The secondary purpose was to develop an instrument that would provide a measure of self-concept as a communicator.

The "Index of Self-Concept as a Communicator" (ISCC) was constructed using a modified Likert technique. The instrument has five dimensions: Small Group and Dyadic, Public Speaking, Listening, Language, and Content. After numerous validity and reliability checks, this researcher concluded that the ISCC appears to provide a valid and reliable measure of self-concept as a communicator.

Secondary education majors at Purdue were administered the ISCC prior to student teaching. The criteria of success in student teaching were the items on the evaluation forms completed by the high school cooperating teachers and by the university supervisors. Multiple linear regression was the major statistical technique.

The F ratios of the multiple linear regressions indicated that a significant (p .05) and positive relationship existed between ISCC scores and ratings on the vast majority of items on the student teacher evaluation forms. The ISCC Total Score was the best predictor of student teaching effectiveness. The findings seem to indicate that those student teachers who perceived themselves as good communicators were able to function successfully in the student teaching situation as determined by their supervisors.

Meyer, Arthur C. A Survey of Speech Programs in Community Colleges. U of Missouri (Speech and Dramatic Art).

The growth of community colleges in the decade of the sixties led to the development of many speech programs about which little information was available. The purpose of this investigation was to gather and assess data that reflected the current status of speech programs in these colleges.

Five areas of community college speech programs were included in the survey. The first area, organizational information, revealed more than half of the responding community colleges had speech departments, which indicated a trend toward the organization of departments for speech programs in these colleges. The second area, role of the speech program chairman, showed most programs have chairmen, and chairmen usually have released time to perform administrative duties. The third area, speech program staff, revealed one-third of the staff had completed the Master's degree plus thirty graduate hours, and one-third of the staff were currently enrolled in graduate programs. This level of educational achievement indicates a trend toward higher standards than the Master's degree for speech program staff in community colleges.

The fourth area, speech program courses, showed most community colleges offered speech programs that paralleled the offerings in the first two years of universities in their area, but most colleges offered no speech program courses specifically for students taking occupational, continuing education, or remedial curricula. The fifth area, speech program activities, showed most community colleges offered theatre productions and forensic activities, and frequently granted college credit to students for participation in theatre productions.

Moore, Michael R. An Investigation of the Relationships Among Teacher Behavior, Creativity and Critical Thinking Ability. U of Missouri (Speech and Dramatic Art).

This study investigated relationships among teacher behavior, creativity and critical thinking ability of college speech communication teachers of the basic speech communication course. In addition, the study also considered the relationship between teaching experience and (1) indirect teacher behavior, (2) teacher creativity, and (3) teacher critical thinking ability, and the relationship between a teacher's major area of academic preparation and the foregoing variables.

Subjects for the present study were 19 graduate teaching instructors of basic speech communication. The Flanders Interaction Analysis Category (FIAC) System was used to measure teacher behavior. Teacher creativity was measured by a battery of four selected creativity tests and teacher critical thinking ability was measured by the Watson-Glaser Critical Thinking Ability.

An analysis of the data revealed a general negative relationship between indirect teacher behavior and teacher creativity, critical thinking ability, and experience. None of the relationships was significant. The subjects of this study represented two areas of academic preparation, rhetoric and communication theory, and theatre. While there were no significant differences between the two groups on the critical thinking measures, teachers with rhetoric and communication theory as their major area of academic preparation scored higher on four of the six indirect behavior measures and lower on five of the six creativity measures than teachers with theatre as their major area of academic preparation. On the basis of these findings, the major conclusion of this investigation is that the area of academic preparation of a teacher may have a greater influence on his classroom behavior than do his cognitive abilities.

Redfield, James L. A Descriptive Study of the Ohio Public Secondary School Speech Programs for 1971-72. Ohio U (School of Interpersonal Communication).

The purpose of this study was to describe the status of speech programs in Ohio public secondary schools. Specific objectives were to identify what teachers were teaching in speech classes, to identify and describe instructional materials, to describe the educational backgrounds of teachers, and to determine the extent of the programs.

Two main sources of data were questionnaires sent to speech teachers and The Principals' Reports for 1971-72. The questionnaires were sent to 803 speech and drama teachers in 563 public secondary schools. The questionnaire was completed and returned by 226 or 28 per cent. This represented 209 high schools or 35 per cent of those offering speech and drama courses. The Principals' Reports included data about 783 teachers in 563 schools. The Reports presented significant information about the extent of speech programs.

Most schools offered at least one speech course; over one-third two or more; and less than one-third three or more courses.

Total enrollment in speech, drama and communication courses was 41,130 students with speech II having 2,523; debate having 1,200; communications having 5,606; radio-TV having 838; and drama courses having 5,967.

When one speech course was taught, it was usually fundamentals. It was taught to approximately three per cent or 24,996 of all students in Ohio public high schools. It was not usually a required course and was offered in the upper grades.

Most teachers held a four year high school certificate. Approximately 59 per cent of the persons teaching speech and drama courses were certified in speech, and 40 per cent teaching speech were not certified in the field. About 63 per cent were certified to teach English.

Ruby, James A. A Four-Year Interdisciplinary Humanities Program and Its Emphasis on Communication Techniques. Pennsylvania State U (Speech Communication).

This thesis proposed to gain evaluation information concerning the effectiveness of a four-year interdisciplinary humanities program with the prevading teaching technique being oral communication.

Verbal and math Scholastic Aptitude Test scores of students taught in a traditional manner were compared with scores of pupils instructed in a four-year interdisciplinary humanities program.

Using an administrative formula, a theoretical academic placement of the entire student body of 1972 was made and compared with the actual innovative process of student self-phasing.

Students trained in a traditional system and students instructed in an innovative program completed both a Gordon *Survey of Interpersonal Values* and a student appraisal sheet formulated by the author. A tabulation of student scores and responses was made.

The principal findings were as follows: (1) The educational innovations had no adverse effects upon the Scholastic Aptitude verbal and math scores. (2) Student interest greatly affects the academic placement of pupils when they are given the right to phase themselves and does not negate academic progress. (3) Students instructed in the Venango system use small group discussion with much greater frequency and involve themselves to a greater extent with the opportunity for independent study than do those in the traditional program. (4) Those studying via the innovative plan showed a greater desire to remain in school and indicated more satisfaction in their educational opportunities. (5) The oral communication oriented curriculum gave no evidence of fostering differences that depart from those values considered important in American education.

Rundell, Edward E. Studies of the Comprehension of Black English. U of Texas (Speech Communication).

This study focused on the comprehension performance of standard English (SE) speakers and Black English (BE) speakers associated with language materials characterized by phonological features of Black dialect. A further aim was to assess the nature of comprehension improvement on the same language materials by SE speakers who had been systematically exposed to Black peer speech.

Language materials consisted of narrative messages tape-recorded by bidialectical Black speakers in four dialect conditions: (1) SE segmentals and suprasegmentals, (2) BE segmentals and SE suprasegmentals, (3) SE segmentals and BE suprasegmentals, and (4) BE segmentals and suprasegmentals.

Comprehension of the language materials was measured objectively by use of a word recognition task and subjectively by use of semantic differential scaling procedures.

Objective results indicated that SE speakers' comprehension performance deteriorated in dialect conditions characterized by features of Black dialect while BE speakers comprehension performance was not affected by BE phonology. Subjective results indicated that BE speakers judged messages which incorporated BE phonological features significantly more comprehensible than SE speakers. Results on these measures administered following a period of dialect training indicated that training procedures improved comprehension in objective terms but did not affect subjective judgments of message comprehensibility.

Sampson, W. Robert, Jr. An Experimental Investigation of the Application of Peer Group Instructional Methods to the Undergraduate Course in Group Discussion. Wayne State U (Speech Communication & Theatre).

This study was designed to compare effectiveness of peer group and conventional methods of teaching undergraduate group discussion and to determine whether either method of discussion training significantly affected scores on the Johnson Test of Reflective Thinking Ability; the Rokeach Dogmatism Scale; the Berkowitz Social Responsibility Scale; and the author's Faith in Others Scale.

Subjects were 189 Ferris State College students; 95 enrolled in peer group discussion sections, 57 enrolled in conventional discussion sections, and 36 enrolled in a social science control section.

All subjects completed Johnson, Rokeach, Berkowitz and Faith and Trust instruments during the second and the ninth weeks of class. Analyses-of-variance were applied to data from each instrument; *t*-tests were employed to explore significant differences.

When compared to the control section, both peer group and conventional discussion sections improved significantly (.05 level) in reflective thinking. Although each conventional section improved more than the peer group section taught by the same instructor, differences were not statistically significant.

All conventional and one peer group section recorded mean decreases in dogmatism; other sections recorded mean increases. Differences among treatments were not statistically significant.

The Social Responsibility and Faith in Others Scales did not yield significant differences among treatments. A reliability study yielded coefficients of reproducibility of .34 and .84, respectively.

The author concluded that the appropriateness of peer group training depends upon specific objectives; and that the Rokeach Dogmatism Scale, the Social Responsibility Scale, and the Faith in Others Scale do not measure outcomes of discussion training.

Stanford, Monty C. On Predicting the Effects of a Bilingual Children's Educational Television Program. U of Texas (Speech Communication).

A quantitative model was developed for the prediction of learning effects of a bilingual children's educational television program. The model was developed through the use of multiple linear regression analysis of data collected on 408 Mexican-American children in grades kindergarten-second at nine test sites across the nation. The stimulus television program was *Carrascolendas*, a series of thirty half-hour programs broadcast nationally on the Public Broadcasting System.

The criterion variable for the prediction equation was learning gains in the concept area of history-culture. Learning gains were measured with a criterion-referenced test, where test items represented a sampling of the behavioral objectives of the series. This test was administered orally in Spanish.

The results of model development indicated that measures of the amount of bilingual instruction, number of television programs viewed by the child, and the educational background of the teacher were the most useful predictors of learning effects.

The results were discussed in terms of implications for research, theory, and policy-making on educational television.

Suczek, Marybelle R. Development of an Instrument for Measuring Outlining Ability. Wayne State U (Speech Communication and Theatre).

This research sought to develop an instrument for measuring outlining ability by evaluating outlines in which the thought structure originated in the mind of the student. The first step in the development of this test was an examination of what is known about outlining from research as well as from what has been taught in the major speech and argumentation textbooks of this century. The theoretical material from the instructional literature was found generally to fall into two categories, labeled in the study, "specific rules" and "general principles." Ability to apply the general principles was judged to be the essence of outlining skill, and therefore these principles were used as touchstones against which each statement of the outline was tested. The general principles tested directly in this research were simplicity, discreteness, subordination and coordination; symbolization and division were tested indirectly.

A test was constructed using the aforementioned principles of outlining, and a simple procedure for administering the test was developed. Subjects were selected from populations of speech fundamentals classes and college debaters to permit evaluation of the test instrument in terms of reliability and validity. The relationship between outlining ability and academic achievement was also investigated with the same populations.

Vogel, Robert A. An Analysis of the Relationship Between Teacher-Written Criticism and Improvement in Student Speech Performance. Purdue U (Communication).

This study was designed to test the relationship between teacher-written criticism and improvement in speech performance. Three feedback conditions were employed: negative, impersonal, atomistic; positive, impersonal, atomistic; and positive, personal, atomistic. Controlling for the interaction of instructor and student sex, the population consisted of 9 male university "Basic Communication" instructors and 128 male students from 14 class sections.

The study employed a 3 x 3 factorial design comprising three feedback conditions and three different speeches. The feedback conditions were randomly assigned, with each subject receiving his designated feedback twice, after speech 1 and speech 2. Both peer rating (Kibler, 1962) and ranking (Guilford, 1954) measures were gathered after speeches 1, 2, and 3.

Each critique consisted of six subject-predicate assertions, four of which consisted of the assigned feedback condition, with the other two assertions being of the instructor's own choosing. The data collected on the rating and ranking measures were analyzed by means of analysis of variance. The results indicated: in terms of the rating and ranking measures, none of the critique conditions produced significant improvement; there were no significant differences among the three types of critiques; there was significant improvement over speaking assignments, regardless of what type of criticism was administered. In terms of the ranking data, however, results showed that there was no significant improvement.

Interpersonal and Small Group Interaction

Bradley, Samuel R. Nonverbal Communication and Interpersonal Security: An Empirical Test of the Proposition that Anxiety and Self-Esteem Outcomes are Contingent upon the Complementarity of Analogically Coded Metacommunication in Dyads. U of Washington (Speech).

The primary purposes of the study were to subject to empirical test the proposition advanced by Robert C. Carson that anxiety and self-esteem outcomes are contingent upon the complementarity of nonverbal, analogically coded metacommunication in dyads, and to explore the empirical viability and strength within the social sciences of the assumption which he adopts and refines, that interpersonal behavior functions to lessen anxiety and to promote self-esteem. Secondary purposes included the test of attitude similarity effects in relation to attraction, anxiety, and self-esteem.

Tests were conducted first by assessing subjects' analogically coded metacommunication in order to establish *complementary, non-complementary,* and *anti-complimentary* dyads, and secondly, by measuring the effect of the complementarity of subjects' analogically coded metacommunication on anxiety and self-esteem, and by measuring attitude similarity effects in relation to attraction, anxiety, and self-esteem. Forty-three dyads were tested.

Results from the tests failed to confirm Carson's proposition. The primary explanation for the non-significant results was that complementarity lacked power as a persistent base line force within the subjects' negotiation process to have significantly affected their experiences of anxiety and self-esteem. The non-significant results also reflected negatively on Carson's assumption and brought into question the empirical merit of the assumption and its strength within the social sciences.

Results also showed a non-significant relationship between attitude similarity and attraction, anxiety, and self-esteem. These results were attributed to conditions of face-to-face interaction and controls for subject attitude perception.

Brashen, Henry M. The Effects of Counterattitudinal Role Playing, Passive Participation, and Two Variations of Personal Space Upon Attitude Change Among Japanese. U of Washington (Speech).

This study examined the generalizability of role playing theory and personal space theory upon attitude change in another culture. It provided an experimental setting in which the nonverbal variable, personal space, was tested along with a verbal variable, role playing. Moreover, it provided information about measurement techniques and experimental designs in the Japanese culture.

The hypotheses were: (1) People verbalizing counterattitudinal messages will show greater positive attitude change than those listening to the messages. (2) People who are induced to communicate with another at personal distance will show more positive attitude change than those who are induced to communicate at intimate distance. (3) When confronted by counterattitudinal persuasive messages, active personal participants should show more positive attitude change than passive personal and active intimate subjects, and passive intimate subjects should show the least amount of positive attitude change.

It was found that active participation did not produce an attitude change significantly different from the passive condition. Attitude change was not significantly different between conditions of personal and intimate space. There were no interaction effects between personal space and role playing.

The major implication was that operational definitions of role playing and personal space need refinement. Presently role playing has been generalized to a number of different activities bringing different variables into play, and role playing theory cannot account for all of these. In addition, in order to test the effects of personal space on attitude change in another culture, personal space distances must be determined and defined in that culture.

Breslin, Rose L. A Humanistic Interpretation of the Rhetoric and Interpersonal Communication of the Wyandot Indians of Ohio. Ohio U (School of Interpersonal Communication).

This study examined the distant situation of one tribe of American Indians, the Wyandots, in order to trace the communicative encounters which occurred among them within the following time division: 1743-1843, encompassing the years prior to their settlement in Upper Sandusky, and culminating in their removal from Ohio by the United States government in 1843.

The study viewed the Wyandot situation not so much as it was rooted in any past condition of human society, but rather as it was rooted in the full language of the Wyandot experience, that is, within the ongoing, everchanging, continuous process of human interaction.

Interpretations were based on data gleaned from American state papers, Congressional records, Indian laws and treaties, early newspapers, letters, and autobiographies of those who knew such Wyandot men as Tarhe, Mononcue, and John Hicks. The study considered statements by anthropoligists, psychologists, social scientists, and philosophers which bear upon the persuasive aspects of human meetings.

The results and conclusions of this study are rooted in the human condition. The Wyandot story becomes the human story. It reveals the extent that symbols, verbal as well as nonverbal, moved men and women of Indian and white cultures. It suggests that points of view, frames of reference, memories, desires, selfishness, and selflessness marked the glory and the tragedy of Wyandot relationships intratribally, intertribally, and interculturally.

Buley, Jerry L. Information Restriction in Human Relationships. Florida State U (Communication).

The study tested a homeostatic theory of information processing as applied to the initial communication between strangers. The theory proposes that an imbalance between an individual's input and output of information is punishing, a deviation from the individual's optimum level of information throughout (OL) is punishing, and a situation which allows an individual to regain balance or OL is reinforcing. When two strangers with different OL's (incompatible dyad) converse, their conversation should be mutually punishing because it is unbalancing. Therefore, they should terminate their conversation sooner than would two strangers with similar OL's (H1). For the same reason compatible dyads should be more likely to choose each other for a future contact (H2). Visual contact was predicted to ameliorate the difference in conversation time between compatible and incompatible dyads (H3).

OL was operationalized as the mean duration of an individual's utterances (MDU) in response to a set of prerecorded general questions. Fifty-two dyads, composed of 104 volunteer college males, were allocated to one of four conditions: (1) compatible (MDU's $\leq .8_\sigma$ apart), plus visual contact; (2) compatible, no visual contact; (3) incompatible (MDU's $> .8_\sigma$ apart), plus visual contact; and (4) incompatible, no visual contact.

When the mean of each dyad's MDU's was used as a control in an analysis of covariance H1 was supported ($\alpha < .05$) and H3 was not supported. A Chi-square test used to test H2 revealed no differences between compatible and incompatible dyads.

Cassata, Donald M. The Effect of Two Patterns of Nursing Care on the Perceptions of Patients and Nursing Staff in Two Urban Hospitals. U of Minnesota (Speech Communication).

The purpose of this study was twofold: to examine the impact of primary and team nursing care systems within a state and private hospital upon the perceptions patients have of their nursing care, and to examine the impact of these two nursing care systems upon staffs' perceptions of nursing care, job satisfaction, and station effectiveness.

The study was structured into two phases. In Phase I patients reported a high degree of satisfaction with their hospitalized nursing care. The particular nursing care system did not have any significant effect on the patient satisfaction ratings. There was, however, a significant hospital effect on the patient ratings of satisfaction.

Nurses were rated positively on the twenty affect scale items in both nursing systems. In relative terms, however, it was found that there were statistically significant differences between the two nursing systems on the affect ratings. Primary Nursing Staff (PNS) were rated more positively as compared to Team Nursing Staff (TNS).

In Phase II staffs' perceptions of patient care were positive. PNS viewed their care more positively than did TNS. The influence of the particular nursing system on the perception of the image of the patient was negligible.

TNS as compared to PNS had a higher level of satisfaction on the job and gave more positive station effectiveness ratings. Dissatisfaction and frustration were evident for the PNS. This dissatisfaction apparently was not directed toward the patient but was manifested by poor staff communications, rapport, trust, morale, and plans of leaving their jobs.

Cegala, Donald J. Cognitive Complexity, Cognitive Similarity and Sex in Dyadic Communication. Florida State U (Communication), 1972.

The simultaneous effect of cognitive structure and cognitive similarity on communication effectiveness was examined in this study. Cognitive structure was defined as the set of hypothetical cognitive dimensions employed by an individual to identify and discriminate among various stimuli. Cognitive similarity was defined as the extent to which individuals share cognitive structures. Secondarily, the relationship between sex of communicators and cognitive structure and cognitive similarity was also examined.

For the experiment, subjects responded to five concepts on the semantic differential. Cognitive complexity scores were computed for each of the 344 subjects in the study. Prior to the experimental treatment, subjects within a similar level of cognitive complexity (i.e., low, medium or high) were paired randomly in dyads. Each dyad then played six password games. The passwords used were similar to meaning to the concepts on the semantic differential as determined by preliminary investigation. Subjects' performance on password games served as an index of communication effectiveness. Subsequently, a cognitive similarity score and composite communication effectiveness score were computed for each dyad. Statistical analyses were performed to test hypotheses.

Results indicated that cognitive similarity may be an important variable in predicting communication effectiveness. However, *post hoc* analyses suggested that its predictive importance may be less for individuals with highly complex cognitive structures. The need for additional research was indicated to examine further the relationship between sex, cognitive complexity/ cognitive similarity, and communication effectiveness.

Dostal, Bonita Jean. The Decision-Making Process of Representative John Conyers, Jr. and His Administrative Assistants. U of Michigan (Speech Communication & Theatre).

This study analyzed the decision-making process in an ongoing, small group operating in the "real world." The group was composed of U.S. Congressman John Conyers, Jr., and his Washington and Detroit administrative assistants. The interaction was taped over a six-month period. A three-dimensional analysis of agreement among coders was reported.

This study developed an instrument which refined task functions from related research and developed new functions to analyze interaction as a decision-making process in a natural setting. The use of the maintenance, evaluative, and directive task functions in interaction were related to the approach to a decision for four leadership styles: authority, conflict, general agreement, and without opposition.

The results of the analysis indicated that the use of the directive functions of closure and order, which were new functions not described by previous researchers, identified the authoritarian style. When the decision emerged from conflict, the disagreement functions stressed the conflict prior to a decision rather than the development of the decision. When the decision emerged from general agreement, the interaction prior to a decision emphasized the maintenance functions which served primarily to facilitate the interactive process. When the decision developed without opposition, Horwitz expressed his emerging leadership by the maintenance function of information giving, a function considered to be characteristic of nonleadership in previous research.

Edwards, William Hughes. A Descriptive Study of Interpersonal Experience. Southern Illinois U (Speech).

The objective of the study was to analyze constituents of interpersonal experience. An empirical dictionary of 40 adjectives was developed employing intercorrelation matrices. The 40 adjectives were also factor analyzed. A canonical model of interpersonal relationship—a person's feeling about his relationship with another person as measured by the 40 adjectives was correlated with the other person's feeling about the relationship—was analyzed. Finally, an analysis of variance procedure was used to provide an estimate of the influence of individual variance in the usage of the 40 adjectives and of the common (or collective) variance in the use of the 40 adjectives.

There were five findings. (1) An empirical dictionary of the constituents of interpersonal experience was presented. (2) Three dimensions of interpersonal experience were identified as significant: attention, attention to inattention: dependency, independent to dependent; and urgency, forceful to deferent. (3) The canonical model of interpersonal relationship reflected the dyadic structure of interpersonal experience as reflected in six significant canonical roots. (4) Persons' feelings toward other persons generally do not have a conspicuous effect of precipitating a reciprocal response from the other; it is misleading for persons to depend on one's feeling about a relationship to predict how the other person feels. (5) The common usage of symbols of interpersonal experience among a class of people, a group of college students in this case, seems to account for approximately three times as much variance in the meaning of those symbols as does individual usage of the symbols.

Finando, Steven J. The Effects of Distance Norm Violation on Heart Rate and Length of Verbal Response. Florida State U (Communication).

Several issues were explored in the area of proxemics toward the development of the theory of proxemic equilibrium. The theory predicts physiological activation when distance norm violations occur and the available means of restoration of equilibrium have been blocked. The length of the verbal responses to a series of questions was predicted to be substantially reduced in distance norm violation situations. Two dependent variables were employed to assess the effects of distance violation on two types of behavior.

Two hundred male and two hundred female subjects were approached by five male and five female confederates in a laboratory experiment. The confederates asked the subject questions developed for the study. A "sex-of-interactants" factor was established, comprised of pairs of male confederate-male subjects; female-female; male-female; female-male. Subjects were approached and interacted at one of five distance levels: 0.5', 1.0', 2.0', 4.0', and 8.0'. Only the 2.0' and 4.0' levels were established as normative. Length of the subject's verbal responses and heart rate activation served as the dependent variables. Violation of personal space had a marked effect on both dependent variables, while the "long" distance and the sex-of-interactant failed to yield a major effect.

Alternatives were explored as explanations for the results. A differential effect of norm violation and personal space violation was considered, but confounded by the problem of establishing norms in a laboratory situation. It was suggested that the equilibrium construct be applied only to personal space violation until further research explores other situations.

Hellmann, Connie S. An Investigation of the Communication Behavior of Emergent and Appointed Leaders of Small Group Discussions. Indiana U (Speech).

This study attempted to answer two questions: (1) Are the statements of emergent leaders of small group discussions distinguishable from the statements of appointed leaders of small group discussions? (2) Are the statements made in response to an emergent leader's communication distinguishable from statements made in response to an appointed leader's communication? Three types of leaders were defined: the appointed leader who maintained his leadership; the leader who emerged when an appointed leader failed to maintain his leadership; and the leader who emerged when no one had been appointed leader.

Students from the public speaking class at Indiana University were asked to discuss a question of policy. From the transcripts of the discussions, twenty-five of each leader's statements and statements made in response to his communication were randomly chosen. Judges rated these statements on agreement, amount of information, orientation, and opinionatedness.

Ratings on each variable were subjected to an analysis of variance and the following results were obtained. (1) Statements made by appointed leaders reflected significantly more agreement than statements made by emergent leaders. (2) Statements made by appointed leaders and by emergent leaders when an appointed leader was present reflected significantly more orientation than statements made by emergent leaders when no leader was appointed. (3) No difference was found in the average amount of information or in the average level of opinionatedness. (4) Statements made in response to emergent leaders reflected more agreement than statements made in response to appointed leaders. (5) Response statements did not differ significantly in their average level of orientation.

Hill, Timothy A. An Experimental Study of the Relationship Between the Opinionatedness of a Leader and Consensus in Group Discussion of Policy. Indiana U (Speech).

The purpose of this study was to determine the relationship between the opinionatedness of statements made by a group leader and the proability of the group's reaching consensus. Thirty discussion groups were convened to discuss a question of policy on a topic of moderate interest to college students. The participants in the discussions were undergraduate students from beginning speech courses at Indiana University. Confederates trained to exhibit differing amounts of opinionatedness (opinionated, moderately opinionated, unopinionated) served as "appointed" leaders of the discussions. The degree of opinionatedness was determined by the extent to which statements made during the small group discussions relied on personal feelings, beliefs, or judgments, rather than on factual data. The groups were instructed to decide on a specific policy toward the topic in question and were then asked to make ratings that measured the degree of the group's consensus, the leader's maintenance of his status, the leader's credibility, and the members' satisfaction with the group outcome

The results of the study revealed that leadership behavior which is low in levels of opinionated communication will be associated with groups which come closer to total consensus and will also be associated with higher ratings by group members of leadership competence and objectivity than will occur in groups in which the leader is deliberately opinionated in his communication behavior. No conclusions could be drawn, however, as to the relationship between opinionatedness and leadership maintenance, the trustworthiness and dynamism of the leader, and the group members' satisfaction with the group process.

Jacobs, Merelyn R. Levels of Confirmation and Disconfirmation in Interpersonal Communication. U of Denver (Speech Communication).

The purpose of this study was to test empirically the Sieburg model of interpersonal confirmation. Subjects were exposed to confirming and disconfirming conditions.

The experimental strategy consisted of an interview situation ostensibly for the purpose of collecting data on housing conditions. The interviewer confirmed or disconfirmed the subjects who were interviewed by behaving in a manner consistent with the following communication modes: affiliation, disaffiliation, furthering, non-furthering, inhibiting, and imperviousness. After the interview the subjects completed two instruments: The Perceived Confirmation Inventory and The AA Descriptive List.

The results of the study were as follows: (1) The responses of the subjects exposed to the different levels of confirming and disconfirming treatments were significantly different. (2) The hypothesized hierarchy among the conditions was not supported, that is, subjects did not report progressive feelings of disconfirmation from affiliating (most confirming), to disaffiliating, to furthering, to non-furthering, to inhibiting, to imperviousness.

A hierarchy of four conditions of confirmation emerged from this investigation: sustaining (a combination of what had previously been classified as affiliative, furthering, and inhibiting) to non-furthering, to disaffiliative, to imperviousness

Kessler, Joan B. A Content Analytic Comparison of the Six- and Twelve-Member Jury Decision-Making Processes. U of Michigan (Speech Communication and Theatre).

Since the *Williams v. Florida* (1970) Supreme Court decision authorizing the use of six-member juries in criminal cases, there has been a trend in American judicial systems to employ juries of six rather than twelve members. This study adds empirical support to the desirability of this trend. One hundred and forty-four student jurors were randomly assigned to one of eight six-member or eight twelve-member juries. A video taped mock trial of a civil case was shown to each jury and the deliberations were audio taped and content analyzed on an instrument developed by the researcher. No statistically significant differences in verdicts, time of deliberation, issues discussed, or juror satisfaction were found between the two different sized juries. There were, however, significantly more participating and fewer silent jurors in the six-member condition than in the twelve-member condition. Members of the six-member juries were significantly more likely to participate equally than members of twelve-member juries. There was a tendency for six-member minority jurors (jurors in the minority side of the decision) to participate more than twelve-member minority juries. These findings lead the researcher to reinforce the Supreme Court's conclusion of similarity between the different sized juries. From a small group communication viewpoint, the six-member jury may be superior to the larger jury, as the smaller size may encourage greater overall juror participation.

Kincaid, D. Lawrence. Communication Networks, Locus of Control, and Family Planning Among Migrants to the Periphery of Mexico City. Michigan State U (Communication), 1972.

The most striking phenomenon associated with modernization of developing countries today is the extremely rapid rate of urbanization. The present investigation analyzes the sociopsychological impact of modern, urban influences upon migrants to the periphery of Mexico City.

This study has three main objectives: to explicate perceived locus of control over the environment in the context of urbanization and individual modernization, to determine the intervening function of the communication network between demographic variables and locus of control, and to construct a path-analytic model for locus of control and family planning activity. With cross-sectional survey data from an area probability sample of 197 migrants to Ciudad Netzahualcoyotl, a path-analytic model was constructed using least-squares, step-wise multiple regression analysis.

The results confirm the intervening function performed by the communication network. Education and occupational prestige had direct effects upon newspaper exposure and the size and occupational prestige of the migrant's interpersonal network. The latter three communication variables, along with age and years of urban residence, directly affected perceived locus of control. Locus of control had the strongest effect upon contraceptive knowledge, followed by source of information and education. Family planning activity was directly affected by family planning morality, contraceptive knowledge, number of children, age, size of childhood residence, and the residential diversity of the interpersonal network.

These findings show the utility of constructing behavioral models which include communication network variables in conjunction with social and psychological variables. The study concludes with implications for family planning and recommendations for future research.

Koneya, Mele. The Relationship Between Verbal Interaction and Seat Location of Members of Large Groups. U of Denver (Speech Communication).

The verbal interaction of members of large groups seated in rows and columns was investigated. Subjects categorized as "high," "moderate," or "low" verbalizers were first asked to indicate preferences on a printed seating plan and were then seated randomly in an actual situation where their verbal interactions with a discussion leader were observed and recorded. The projective seat preferences were compared statistically by verbal interactor category. Verbal contributions in the actual situation were compiled according to an individual's seat location. The significance of the differences between the means of verbal contributions of centrally and non-centrally seated groups was statistically tested.

The results of the study were: "High" verbalizers chose central seats to a greater extent and degree than did "low" verbalizers. (2) Seat preferences of "high" and "moderate" verbalizers also differed significantly; "high" verbalizers preferred central seats to a greater extent than did "moderate" verbalizers. (3) Centrally seated "moderate" verbalizers yielded significantly higher verbal interaction rates than did non-centrally seated "moderates." (4) Likewise, centrally seated "high" verbalizers yielded significantly higher verbal interaction rates than did non-centrally seated "highs." (5) "Low" verbalizers were notable for their consistency in maintaining low interaction rates regardless of seat location.

Litvin, Joel Peter. Perceptual Variables Versus Message Behavior Variables. U of Denver (Speech Communication).

This investigation sought to determine if communication outcomes can be understood better by studying the behavioral characteristics of communication acts or by examining the perceptions of individuals engaged in interaction. To explore this question a 2 x 2 factorial design was used in which two levels of two independent variables, behavioral and perceptual, were manipulated, and their effects on two dependent measures, satisfaction and anxiety, were studied. The experimental strategy consisted of placing subjects in an interview situation, and systematically assigning them to one of four experimental conditions: positive feedback-positive induction, positive feedback-negative induction, negative feedback-positive induction, negative feedback-negative induction. At the completion of their exposure to one of the four experimental treatments, subjects were asked to complete a satisfaction measure and an anxiety measure.

It was found that: The mean satisfaction score of subjects assigned to the positive feedback conditions was significantly higher than the mean satisfaction score of subjects assigned to the negative feedback conditions. The mean evaluation score of subjects assigned to positive induction conditions was significantly higher than the mean evaluation score of subjects assigned to the negative induction conditions. The mean anxiety score of subjects assigned to the negative feedback conditions was not found to be significantly higher than the mean anxiety score of subjects assigned to positive feedback conditions. The mean anxiety score of subjects assigned to the negative induction conditions was not found to differ significantly from the mean anxiety score of subjects assigned to the positive induction conditions. A non-hypothesized significant interaction between the perceptual and behavioral anxiety variables was found.

Mahigel, Elias S. Whitey as a Soul Brother: A Descriptive Analysis of Black-White Interaction. U of Minnesota (Speech Communication).

This dissertation described and analyzed how white persons gained acceptance from black militants in the black community, focusing upon the verbal and non-verbal interaction of blacks and whites alike. The method employed by the researcher was participant observation. The research itself took over three years and involved thousands of hours of field study time as the researcher sought to answer the questions, how does a white person become accepted among black militants in the black community and what communication patterns are exhibited?

An analysis of the data indicated that whites seeking acceptance from black militants in the black community may pass through four stages of initiations or acceptance: intruder, guest, trustee, and soul brother. The study first categorized interaction within four communication settings, black to black, black to white, white to black, and white to white, and then sought to identify communication strategies within the settings. The three strategies which emerged from the data were attitudinal, contextual, and action messages, both verbal and non-verbal. Both message intensity and frequency were recorded. Briefly, the overwhelming majority of messages were attitudinal. This was true for all four role states, the four communication settings, and verbal as well as non-verbal messages. Moreover, the intensity of all messages initiated by whites was either low or moderate, never high. Furthermore, white to black messages were always of low intensity during the first three stages of initiation and were of moderate intensity only in the fourth or soul brother stage.

Millar, Frank E. A Transactional Analysis of Marital Communication Patterns: An Exploratory Study. Michigan State U (Communication).

The purpose of this exploratory study was to describe different types of transactional communication patterns. Two structural transactional characteristics were created for description: rigidity-flexibility and stability-instability dimensions of verbal messages. Several self-report and interactional measures differentiated the four groups created by a median split on these two dimensions.

The stable couples reported discussing more topics frequently and more satisfaction with their interpersonal communication than the unstable couples. The discussions of the stable dyads contained more verbal exchanges and more transitory configurations than those of the unstable dyads.

The rigidity-flexibility dimensions also differentiated the couples on several measures. Compared to the flexible dyads, the rigid couples reported more agreement and displayed more understanding on their marital satisfaction level; had more of their discussions contained within long sequences; and exhibited more symmetrical long sequences. The discussions of the rigid dyads had more transitory, neutralized symmetrical and transitory units with the husband one-down than the flexible dyads' interchanges. The flexible couples, on the other hand, exhibited more complementary configurations; complementary units with the husband one-up; competitive and submissive symmetrical transacts; and more transistory units with the husband one-up than did the rigid couples.

In general, the wives appear to control the interaction in the rigid couples while the husbands control the relational definitions in the flexible dyads. It was concluded that this exploratory study represented an important first step in developing an empirically based transactional theory of marital communication.

Murrow, Wayne L. A Descriptive Study of the Use of PROANA 5: A Computerized Technique for the Analysis of Small Group Interaction. U of Oklahoma (Speech Communication), 1972.

Students of small group communication are concerned with the variables involved in communication networks and structure which interact and/or impinge upon most other variables of the small group process. The purpose of this study was to generate descriptive statistical estimates regarding the expected proportion of occurrence of each of the PROANA 5 variables or, more specifically, to provide both point and interval estimates of frequency of occurrence of the seven variables. A second purpose was to determine the expected pattern of interaction when plotting interaction by two-minute intervals. This process analysis (PROANA 5) technique is a computerized program designed and tested by William B. Lashbrook in 1967.

The subjects (N = 40 5-man groups) were randomly selected from the student body of Bethany Nazarene College. Based on class membership percentages, a stratified sampling technique was used. The generalizability of the findings is possible to both the entire student body and to the fixed stratified factors.

In all but two of the variables, the proportion of occurrence met expectations and supported the PROANA 5 assumptions. The two exceptions were the balance of participation and the isolation variables. An equal number of the discussions were balanced (14) and rushed (14). However, when the interaction data were compiled into one interaction curve, the resulting shape was rushed. Analysis revealed that no occurrences of isolation were observed in the entire study. These results raise serious questions about the balance and isolation assumptions and the PROANA 5 operational definitions.

Natharius, David T. Anomy and Verbal Behavior in Task-Oriented Small Groups: An Exploratory Study. U of Southern California (Speech Communication).

The purpose of this study was to determine if there were a correlation between an individual's score on an anomy scale and the amount and kind of statements he makes in a task oriented small group.

Subjects were identified as high or low anomic based on their responses to a 13 item scale. They were placed in problem solving discussion groups and their verbal interaction was tape recorded and transcribed. Their statements were categorized into task and social oriented statements. Each subject's statements were compared by *t*-tests with the anomy scale scores.

Hypothesis one predicted that high anomic subjects will make fewer statements than low anomic subjects; hypothesis two predicted that high anomic subjects will make more socially oriented statements than low anomic subjects; hypothesis three predicted that high anomic subjects will make more negative social oriented statements than low anomic subjects; hypothesis four predicted that low anomic subjects will make more task oriented statements than high anomic subjects; hypothesis five predicted that low anomic subjects will make more positive social oriented statements than high anomic subjects. The study did not find a relationship between an individual's level of anomy and his verbal behavior in a group. An interpretation of the data suggests a tendency toward the hypothesized direction of all hypotheses except hypothesis five.

Norton, Robert W. Manifestations of Ambiguity Tolerance in Verbal Behavior. U of Wisconsin (Communication Arts).

A fifty-item paper and pencil test was developed to examine the effects of ambiguity tolerance as manifested in verbal behaviors in small groups. The measure simultaneously served three purposes. It reflected a domain for the *construct* of ambiguity tolerance. It was argued that one can treat the ambiguity variable on any one of three levels: perception of information, interpretation of information, and consequence of information processing. Further, ambiguity can function both in a positive context and a negative context.

The MAT-50 was developed and refined over six samples totaling 1,288 subjects. Item analyses showed that most of the questions discriminated well with an internal reliability coefficient of .88. Test-retest reliability (r = .86) indicated consistency over a 10-to-12 week period. A content analysis showed adequate content validity. A comparison with five other measures provided strong evidence for criteria-related validity. A cluster analysis and a correlational study on commitment provided moderate evidence for construct validity.

The second purpose that the MAT-50 served is that it potentially measured what can legitimately be called *psychological trait.* This definitional tactic means that a person's degree of ambiguity tolerance, namely, his ambiguity score on the MAT-50, can be placed on an increasing monotonic scale.

The third purpose of the measure was to use it to test whether a functional relationship existed between ambiguity tolerance and verbal behavior variables. The infrastructure of the MAT-50 proved to be substantive enough to uncover a relationship that should have logically existed.

Plax, Timothy G. An Experimental Investigation of the Effects of Ego Involved Attitudes on the Desire to Affiliate with Others Following the Receipt of Anxiety and Nonanxiety Arousing Discrepant Messages. U of Southern California (Speech Communication).

This study initially examined the literature and the theoretic positions concerning anxiety and affiliation, ego involvement, and responses to incongruous situations. These materials were synthesized and the following hypotheses advanced. First, slightly ego involved subjects demonstrate a greater desire to affiliate upon receipt of an anxiety arousing discrepant message than highly ego involved subjects. Second, slightly ego involved subjects demonstrate a greater desire to affiliate upon receipt of a nonanxiety arousing discrepant message than highly ego involved subjects.

Seventy-six subjects, meeting the criteria for either high or slight-negative ego involvement, read either an anxiety or a nonanxiety arousing discrepant message and responded to an affiliation questionnaire. Message checks substantiated the believability and the anxiety and nonanxiety arousing natures of the two messages. Data were analyzed by means of two independent *t*-tests (both were significant), an analysis of variance (nonsignificant), and omega squared tests. A factor analysis was computed on the dependent measure; reliability was substantiated.

Both hypotheses appeared tenable. Results were discussed in terms of the literature and theoretic rationale which generated the hypotheses. A communication theory as a function of the desire to affiliate was offered. Suggestions for future research were advanced.

Ross, Robert French. Perceived Communication Patterns and Predictive Accuracy of Supervisor-Subordinate Dyads. U of Denver (Speech Communication).

The purpose of this investigation was to examine communication process and outcome units related to accuracy of communication in a specific social context (Postal system). Further, the study sought to determine if interpersonal communication process units are comparable across four different social contexts: husband-wife, supervisor-subordinate, father-son, and counselor-juvenile delinquent.

Data were simultaneously collected from two field groups (86 each) of randomly matched members of a dyadic relationship (supervisor-subordinate) and subjected to factor analysis. The comparison across social contexts involved utilization of a congruence coefficient of factor patterns. Empathy scores were computed utilizing Hobart and Fahlberg's procedures as an operational definition of accuracy.

The results were: (1) Supervisors view communication directed toward their subordinates in two patterns: perceived shared rejection and supportive environment. (2) Subordinates view communication directed toward them by their supervisors in two patterns: supportive environment and non-acceptance. (3) The patterns characterizing supervisors and their subordinate's perception of their interaction reliability describe this level and type of management communication. (4) Supervisors who characterize themselves, and were characterized by their subordinates as rejecting, not supporting, or not accepting of their subordinates, scored higher on the accuracy measure. (3) Husbands, fathers, and supervisors in communicating with their partners characteristically communicate in a form of rejection-acceptance. (6) Wives, subordinates, delinquent youths, and sons perceive the interaction of their partners as characterizing patterns of acceptance-rejection or support.

Scott, Michael David. Attitude Change as a Function of Ego-Involvement and Message Discrepancy: An Empirical Test of Competing Theoretical Statements. U of Southern California (Speech Communication).

Although considerable research in persuasion has been directed toward answering the question of whether persuasive messages that are substantially divergent from a receiver's attitudinal stand elicit greater amounts of attitude change than messages the receiver perceives as only minimally discrepant, the bulk of experimental findings are contradictory.

In this investigation, an alternative approach to the single theory testing strategy was employed in the effort to determine which theory —cognitive dissonance or social judgment involvement—does, in fact, better predict and explain the relationship between message discrepancy and attitude change. Specifically, four research questions pertaining to the competing predictions of the two theories were experimentally tested by pitting the predictions against one another. Research questions one and two concerned which theory better predicted attitude change in highly ego-involved subjects under conditions of high source credibility and maximum or minimum message discrepancy. Research questions three and four concerned which theory better predicted attitude change in lowly ego-involved subjects under conditions of high source credibility and maximum or minimum message discrepancy.

Findings indicated that the theory of cognitive dissonance accurately predicted attitude change in highly ego-involved subjects under conditions of high source credibility and maximum discrepancy; it was deficient regarding a number of items. In contrast, the theory of social judgment-involvement successfully predicted attitude change in highly ego-involvement subjects under conditions of high source credibility and minimum discrepancy, as well as lowly ego-involved subjects under conditions of high source credibility and both maximum and minimum discrepancy.

Sussman, Lyle. Upward Communication in the Organizational Hierarchy: An Experimental Field Study of Perceived Message Distortion. Purdue U (Communication).

The primary purpose of this study was to investigate in a real-life (field) setting some factors believed to be associated with ways in which a superior may perceive distortion in messages received from his subordinates.

Perceived message accuracy was the dependent variable in this study and was examined as a function of three independent variables. The independent variables were: perceived upward trust, importance of message topic, and favorability of message to the subordinate (i.e. message sender). First line supervisors in the regional office of a large insurance company responded to experimental message booklets which systematically incorporated the three independent variables. A fourth variable, job satisfaction, was also related to perceived message accuracy.

Results indicated that: (1) There was no significant difference between the perceived accuracy of messages from subordinates perceived as trusting the superior and the perceived accuracy of messages from subordinates perceived as non-trusting. (2) Message favorable to the subordinate were perceived as less accurate than messages which were unfavorable to the subordinate. (3) Unimportant messages from subordinates were perceived as less accurate than important messages. (4) There is a positive correlation between a superior's job satisfaction and the extent to which he perceives messages from his subordinates as accurate (r = .57). (5) A supplementary analysis indicated that superiors perceived greater trust in their superiors than in either their peers or subordinates. These differential perceptions however were not statistically significant.

Trenholm, Sarah. Language and Aggression: Implications of Language Code Usage for Resolution of Interpersonal Peer Conflict. U of Denver (Speech Communication).

The primary concern of the present study was to determine whether subjects who differ in the degree of elaboration of their language code also differ in their choice of aggressive interpersonal tactics. Three major research questions were examined: What is the degree and direction of association between language code usage and choice of aggressive interpersonal tactics? What is the degree and direction of association between language code usage and social class standing? What is the degree and direction of association between social class standing and choice of aggressive interpersonal tactics?

One hundred and twenty-three sixth grade males comprised the sample. Aggressive tendency was measured by the Pagel Story-Tactic Item Test. The Hollingshead Two-Factor Index of Social Position was used to ascertain class. Elaboration of language code was determined by judges' ratings of tape recorded speech samples.

The principle findings were: (1) Elaboration of language code was found to be positively associated with tendency to choose non-aggressive interpersonal tactics in the resolution of peer conflicts. (2) Elaboration of language code was found to be positively associated with social class standings. (3) No significant association was found to exist between social standing and choice of aggressive interpersonal tactics.

Interpretation

Ackley, Bob G. A Comparative Study of Acting and Oral Interpretation Theory and Practice as Revealed in Selected American College Texts: 1900-1970. U of Southern California (Speech Communication).

The intent of this study was to explore and compare selected texts on theory, practice, and pedagogy of oral interpretation and textbooks on acting theory, practice, and pedagogy which were published in the United States from 1900 to 1970 in an attempt to clarify similarities and differences between oral interpretation and acting.

Based upon a comparison of fundamental in-process relationships indicated by oral interpretation textbooks and texts on acting the following conclusions were drawn: (1) Interpretation texts described the interpreter as either a performing artist or, in most instances, a critic/auxiliary artist aiding in an appreciation of literature; the actor was considered a creative/performing artist. (2) The interpreter begins with examination of the literary experience and re-creates it. The actor begins with himself, with the development of concentration, memory, pantomime, and improvisation prior to encountering a script. (3) The interpreter's audience reacts to the reader as sharing translator. The actor is perceived as the character he is portraying. (4) Most interpretation texts considered the voice the most important means of expression. Control of the body and voice is essential to the actor's complete and detailed characterization.

Anderson, Thomas D. The Role of Point of View in the Adaptation Process. Southern Illinois U (Speech).

This study considers the process of adapting William Faulkner's *Light in August* for both chamber theater and motion picture presentation. The focus is on the novel's narrative method and on the way in which point of view affects the adaptation process.

Chapter 1 describes the communication mode of each medium and presents a general overview of the adaptation process. Chapter 2 includes a discussion of Faulkner's contribution to the novel form as well as a thematic, structural, and narrative analysis of *Light in August*. Chapter 3 focuses on the chamber theater medium and considers the problems encountered in adapting this novel for a live-verbal-visual art form. Chapter 4 is devoted to the motion picture medium and to the way in which the novel might be adapted for that form of presentation. Chapter 5 compares the three media according to the ability of each to communicate the story of *Light in August*.

Adaptation is considered a process of selecting and arranging the form and content of the original text in order to suit the communications mode of the art form in which the adapter happens to be working. Because the novel, chamber theater, and the motion picture each communicate differently, and because each of these art forms has inherent advantages and limitations, the same basic story, when presented in each medium, will necessarily become an entity unto itself to be judged and criticized only according to the conditions of the medium in which it appears.

Arnold, Joseph H. Narrative Structure in *The Collected Tales of E. M. Forster*. U of Illinois (Speech Communication).

The purpose of this study was to describe the manner in which the thematic concerns of E. M. Forster's short stories in *The Collected Tales* are developed and clarified through his handling of the narrative structure in each of the short stories. This study was concerned primarily with the manner in which two major aspects of narrative structure—the handling of narrative point of view and the manipulation of the story world itself—define and condition the themes of Forster's short stories.

The narrative structure in each of the stories in *The Collected Tales* was examined. The major critical method employed in this examination was the "double dramatic analysis." This method of study involved a dramatic analysis of the narrator in each of the stories, and a dramatic analysis of the story world itself.

It was found that Forster's handling of the narrative structure in *The Collected Tales* was of crucial importance in defining and clarifying the themes of his short stories. This was evident, for example, in Forster's use of first-person, unreliable narrators as touchstones for the values of "civilized" society, and his use of third-person narrators whose omniscience was limited almost exclusively to the central character. It was also evident in the fact that the story worlds of Forster's tales fell into three basic groups in their use of his concept of "fantasy." It became apparent that the tales had a number of elements in common, and that they formed a well-defined and cohesive body of works.

Hudson, Lee. Beat Generation Poetics and the Oral Tradition of Literature. U of Texas (Speech Communication).

This study investigates the popular claim that the Beat Generation poets represented a return to an oral tradition in literature. After an examination of the theory of "oral tradition" (with strong emphasis on the work of Milman Parry and student Albert Lord) and an overview of the Beat Movement, the study outlines the structure of poetic theory held and practiced by the Beat poets. The final chapter applies the formal criteria of oral tradition to Allen Ginsberg's major Beat work "Howl." This chapter discusses the grammatical formulae which comprise the poem's structure, its thematic elements, and the distinctive metrical features of its form.

Jones, Janice Sue. Metaphor and Poetic Structure in the *Preparatory Meditations* by Edward Taylor. Northwestern U (Interpretation).

Metaphor has been a frequently studied characteristic of Edward Taylor's *Preparatory Meditations;* however, there has been no concentrated analysis of the structural contributions of metaphor to the individual poems which comprise the *Meditations*. Within the frame of seventeenth century rhetoric and poetic, a close textual analysis was conducted of the structural function of metaphor in individual meditations. Defined as verbal phenomena, metaphors were analyzed in respect to denotation, connotation, logical grounds, and grammatical construction; the functions of metaphors in poetic structuring were analyzed in relation to the effects of their consistent or inconsistent development in combination with other devices of language and poetic structuring including antithesis, amplification, parallelism, personification, figures of word repetition, and figures of sound.

Metaphor was shown to be a prominent element in the poetic structure of the *Meditations*: complementing the arrangement of incidents by contrasting past and present, as specifically discussed in relation to "77. Meditation," Second Series, and "19. Meditation," First Series; revealing aspects of the speaker's psychological disposition, "26. Meditation" and "2. Meditation," First Series; relating the type with the antitype in the typological poems, "7. Meditation," "Meditation 29," and "59. Meditation." Second Series; reinforcing logical arguments, "The Experience" and "1. Meditation," First Series, and "108. Meditation," Second Series; and maintaining decorum, "3. Meditation" and "8. Meditation," First Series.

Kearns, William G. An Examination of Materials and Methods Used in Professional and Educational Readers Theatre Productions from 1967-68 to 1971-72. Ohio U (School of Interpersonal Communication).

The problem was to describe readers theatre as it has existed from the 1967-68 to the 1971-72 school year by studying the data provided from the questionnaires sent to educational directors (171 responded) and concert managers (35 responded). The following conclusions emerged: (1) Educational directors have been influenced by materials originated and produced by professional readers theatre groups, educational groups, and by appearances as student readers in readers theatre productions. (2) The materials chosen by educational directors included, in addition to drama, many other types of literature. (3) Large schools (10,000 and above) produced more comedy materials than the schools in the other categories. (4) Novels were the only type of literary material produced exclusively by educational directors. (5) The staging of readers theatre in educational productions remains traditionally formal with stools, stands, and manuscripts being the major staging elements. (6) The choices directors are forced to make in arranging, cutting, and casting are related to the limitations of educational readers theatre. (7) The inclusion of music as the most frequently used physical element indicates that directors are experimenting in order to enhance the productions' mood, locale, and time. (8) Accuracy in measuring audience response has been limited and generally ineffective. (9) Directors who used a text rely overwhelmingly on either *Readers Theatre Handbook* or *Readers Theatre*: *Toward a Grammar of Practice*. (10) Most of the readers theatre courses are offered at the large schools. (11) Directors see trends in readers theatre toward greater freedom and experimentation.

Maher, Mary Z. A Rhetorical Analysis of Shakespeare's *Troilus and Cressida*. U of Michigan (Speech Communication & Theatre).

The purpose of this [illegible] was to apply an intrinsic method of rhetorical criticism as a tool for oral interpreters' use in facilitating the analysis of speakers in dramatic literature. A method of rhetorical analysis was adapted to reveal the persuasive strategies that speakers use within play structure.

The method of analysis included six steps: describing the social and political world of the play; describing the audiences within that environment; discovering the arrangement of arguments and the strategies of persuasion of each of the important speakers; describing the ethos of each speaker; assessing the effect of the messages on audiences within the play; assessing the moral/ethical values of the suasion within the play's world. Questions which pertained to each of the categories were formulated to guide the critic in her analytic procedure.

Troilus and Cressida was chosen as a model for analysis. Shakespearean critics have judged that the problem plays are works near to philosophical debate and that their speakers rely heavily on rhetorical modes.

Conclusions of the study determined that this method was useful for oral interpreters who desired exact and thorough descriptions for speakers in drama. The most important dimensions made visible were the speaker's motivations and also his distance from the scene, necessary factors in selecting apropriate attitudes and emotions for the purpose of oral recreation. Because the method dealt with the interactions of speakers, it provided the needed individual detail for performers who focus on the oral dimension of literature.

Martin, Annette. Readers Theatre: Audience Response to Increased Use of Theatrical Techniques and Devices in Performance. U of Michigan (Speech Communication and Theatre).

The purpose of the study was to examine differences in audience response regarding comprehension, emotional response, imaginative response, and general effectiveness as usage of theatrical techniques and devices is increased in a readers theatre production.

Three productions of Eliot's *The Waste Land* were planned. Theatrical techniques and devices indicated only costuming, lighting, makeup, movement, manuscript use, and scenery. Performance 1 incorporated *no use;* Performance 2, *moderate use;* Performance 3, *liberal use.* Three groups of twenty-four subjects chosen at random were formed; each saw one performance. Comprehension was measured by multiple choice questions, emotional response by ordinal scales, imaginative response by open-end questions, and general effectiveness by semantic differential scales.

The results indicated: There was no significant difference in comprehension as the use of theatrical techniques and devices was increased; there was no significant difference in emotional response with increased usage; there was no significant difference in imaginative response with increased usage; and there was no significant difference in general effectiveness with increased usage.

Conclusions were: (1) There is no significant difference in audience response relating to comprehension, emotional response, imaginative response, or general effectiveness when a readers theatre production incorporates the increased use of theatrical techniques and devices. (2) There is a directional trend toward significance regarding how well the audience "likes" the performance and how "entertaining" they perceive it to be. This information, to some extent, implies a possible degree of freedom that may be afforded the director concerning the use of such techniques and devices in production.

McElroy, Hilda-Njoki. Traditional Wit and Humor in Pan-Afrikan Drama. Northwestern U (Interpretation).

The purpose of this investigation was twofold: first, to provide illumination on wit and humor as it appears in traditional African folk tales, and secondly, to provide illumination on the influences of traditional wit and humor on contemporary drama in the New World.

The investigation consists of three parts. The first part provides a survey of history, traditions, and dispersal of African peoples into the New World. Part Two includes analyses of selected folk tales which represent peoples from the major slave trading areas of Africa. Part Three includes summaries and analyses of traditions in contemporary New World drama.

Research was conducted by using library and language laboratory facilities, personal interviews, and field study. Disciplines consulted were archaeology, anthropology, linguistics, musicology, folklore, and others.

Certain salient points emerged from this investigation. The African's organization of time and space has provided a distinct quality and flavor to his development of wit and humor. Natural and unnatural forces have often placed African peoples in dilemmas where humor has turned inward as a protective mechanism. Various forms of verbal arts seem to have met certain psychological needs and sensibilities. Probably the most significant feature in these art forms is the cosmic rhythmic patterning of repetitions, variations, and harmonies which place great emphasis on the pulse and beat. Also significant is the composer's concern and appeal to his group which influences not only the message but the way it is conveyed.

Pazereskis, John F. The Narrators of Evelyn Waugh: A Study of Five Works of Fiction. Northwestern U (Interpretation).

This study analyzed Waugh's narrators in five representational works. Each work was analyzed as to the technical devices used, the narrator's degree of involvement, and his reliability. In general, Waugh's developing use of narrators was traced from the "world creating" of the early works through the difficulties of the first person works to the final melding of his satiric vision with the conventional norms of the English novel. The unique relationship between the narrators of the early works, their audience, and their characters was located. Charles Ryder's reliability in *Brideshead Revisited* was examined. Contrary to all other critical comment, he was found to be unreliable, a finding which negates much of the adverse criticism leveled at the work. Waugh's conservative vision was found to be consistent throughout his work and, further, his deep pessimism was found also to be consistent in spite of the Catholic characters and milieu of his later work. Finally it was concluded that Waugh's genius lay primarily in his unique rhetoric, his unique manner of telling his stories, and that the best of his work was that in which he successfully combined that rhetoric with enough elements of reality to create at once hilarious and meaningful satire.

Pearse, James A. Montage in Modern Fiction: A Cinematographic Approach to the Analysis of Ironic Tone in Joyce Cary's *The Horse's Mouth*. U of Arizona (Speech Communication).

This study presents an approach to the isolation of ironic tone in modern fiction. For the purpose of this study, modern ironic tone is defined as that quality which reveals the irreconcilible situation of man's senseless existence while affirming, at the same time, man's struggle to know himself and his position in relation to the universe. This tone results from the juxtapositioning of incongruities to produce "pressure of context." It is argued that the manner by which writers select and arrange literary images in "pressure of context" to create the particular tone of a literary object is analogous to Sergei Eisenstein's concept of the montage trope in film.

This study develops the associational link (the montage trope) between literature and film into a critical means for isolating ironic tone. Ten specific cinematographic conflicts are described as tools used in the analysis of tone. Brief excerpts randomly selected from modern fiction exemplify how the ten cinematographic conflicts function in literature.

Finally, Joyce Cary's *The Horse's Mouth* is analyzed for the appearance of these conflicts. Several are found to act independently or in combinations to expose the central irony of Gulley Jimson's life.

The cinematographic approach aids the reader's precise identification of the pressure points in the ironic context of the novel. Through the Montage trope, the oral interpreter will find guidance as he seeks to learn how to recognize the tone of a literary object. The montage trope provides a method to assist his perception of tone.

Potts, Margaret Lee. The Genesis and Evolution of the Creative Personality: A Rankian Analysis of *The Diary of Anais Nin*, Volumes I-V. U of Southern California (Speech Communication).

The Diary of Anais Nin merits study as a revolution of the contemporary zeitgeist and a protot[illegible] [illegible]sentation of currently emerging art f[illegible] [illegible]*e Diary*, an art of dynamic portraiture, proceeds by accretion and constitutes Nin's chief means of self-creation; it records the genesis and evolution of the creative personality.

Study of Nin's journal was based upon Otto Rank's theory of creativity. Choice of this psychoanalytic stance was mandated, for *The Diary* is an aesthetic presentation of Rank's discursively articulated theory of art. To examine art is also to examine the personality development of the artist. Such development proceeds through three phases: "self-nomination" as an artist, "identification" with schools of art, and "liberation," a continuous designing of individual style. Each phase presupposes struggle, since every emancipation entails rejection of ideologies and portions of the ego. Evolution additionally implies interlocking and inextricable dualities; collectivization versus individuation, union versus separation, impulse versus will. Progressive liberation involves divisive oscillation between these dualities; all are inherent in the creator's strife between life and art, each of the polar opposites demanding a totality of involvement.

As microcosm reflects macrocosm, so Anais Nin's diary reflects modern art-ideology's doctrine of the artist as self-creative hero: the journal becomes Nin's mirror and means of personality construction. *The Diary* ultimately functions as a means of affirming the relativity of life and personality, the necessity of empathic relation to all things, and the desirability of creating an art from one's inner world that will transform the outer world.

Ryan, John H. The Teaching of Oral Interpretation in Roman Catholic Seminaries in the United States. U of Missouri (Speech and Dramatic Art).

This study analyzes the status of the teaching of oral interpretation in Roman Catholic seminaries in the United States. It includes a brief review of the historical development of clerical education as it relates to training in oral interpretation which, for this study, is defined as the reading aloud of any previously written material such as passages of Scripture, manuscript sermons, prayers, or portions of the liturgy to other persons.

Data obtained from questionnaires received from one hundred twenty-eight seminaries provided answers to the three questions underlying this study: To what extent are the seminaries providing training in oral interpretation? What is the nature of this training? What recommendations, if any, should be made for the improvement of that training?

Approximately ninety-four per cent of the seminaries participating in this study are involved in the teaching of oral interpretation either through a course of the same name or through a course in homiletics, literature, or communication that includes some training in the art. In general, this training reveals a strong orientation toward the development of speech skills.

Data obtained from another questionnaire sent to ordained Catholic priests revealed a generally favorable attitude toward their seminary training in oral interpretation. Current problems in oral interpretation, they reported, involve priests' and lectors' difficulty with verbal and nonverbal elements of delivery, poor listening habits of congregations, and incompetent teachers of oral interpretation in some seminaries. Most priests strongly recommend the study of oral interpretation as necessary preparation for the ministry.

Stafford, Merrilee Anne. Oral Interpretation of Literature in the Los Angeles Community Colleges: A Proposed Program to Meet the Needs of Black Students. U of Southern California (Speech Communication).

The study analyzed the oral interpretation program in the Los Angeles Community College System with regard to its value to black minority students and with the purpose of recommending a program which would better meet the needs of these students. Six questions were posed: What is the educational philosophy of the community colleges, and how are the disciplines of speech communication adjusted to this philosophy? What is the present status of the oral interpretation program in the eight Los Angeles community colleges? What awareness of black minority cultural background is necessary for the teacher to enable him to meet the needs of black students? What are the major linguistic characteristics of black speech patterns? What literary background may be helpful for the teacher of black students? What recommendations could be made to make the oral interpretation program in the Los Angeles Community College System viable for black students? Answers to these questions were determined through research and questionnaires.

The following recommendations were made: team teaching (English, speech, music, dance) to provide multi-instruction in the oral study of literature; recognition of extraverbal factors in performance; use of audiovisual aids in the form of musical accompaniment by instruments, records, or tapes; encouragement of students interest in creative literature; revised criteria for performance evaluation; and a proposed new course outline.

Valentine, Kristin B. A Patterned Imagination: William Morris' Use of Pattern in Decorative Design and the Last Prose Romances, 1883-1896. U of Utah (Communication).

Pattern has long been recognized as a leading characteristic of the decorative designs and imaginative writings of William Morris. The purpose of this study was to investigate the relationships between Morris' techniques of pattern making in the decorative designs and late prose romances of the period from 1883 to 1896, by focusing on two key principles of pattern; repetition and variation. Morris' decorative designs and prose romances were found to be characterized by similar repetitions of subject, structure, linearity, and use of color. His visual and verbal works were found to be characterized by similar variations of counterchange and emphasis.

This study revealed many remarkably similar elements of repetition and variation that are particularly advantageous to the designs. The prose romances, although as consistently delightful as the designs, lack the consummate power of variation that marks truly great books.

Morris gave patterned shape and direction to his decorative designs and prose romances by operating under the triune conviction that art is pleasurable work in which all men should share, art is craftsmanship depending primarily on skill and knowledge for effect, and art is a positive necessity of life. The renewed interest in Morris may be due in part to the rediscovered validity of these artistic principles.

VanValkenburgh, Lloyd L. The History of Oral Interpretation in Selected Michigan Universities. Wayne State U (Speech Communication and Theatre).

The purpose of this study was to trace and analyze the development of the teaching of oral interpretation in five Michigan Universities: the University of Michigan, Michigan State, Wayne State, Eastern, and Northern.

College catalogs were investigated to discover the courses, instructors, and textbooks existing at each institution. Through an examination of university archives, personnel files, and textbooks, and through interviews with former students, colleagues, or the instructors themselves, an attempt was made to determine the nature of the training given at each institution.

It was found that the earliest courses involving oral interpretation were aimed at developing the students' powers of expression. John M. B. Sill's elocution course (Eastern, 1853) seems to have followed the tenets of the natural school. Allen A. Griffith's (Eastern, 1868-71) elocution courses at Michigan State (1885-1886), and Thomas Clarkson Trueblood (University of Michigan after 1884) seem more closely associated with the mechanical school. The first course which appears to have had as its main objective the oral performance of literature was Trueblood's Shakespearean Reading which appeared in the catalog of 1887-88.

The greatest number of courses in oral interpretation offered simultaneously at Northern was six (1923-25, under Rushmore); at the University of Michigan, seven (1924-1972, under Hollister, Eich, Baird, Okey, and Haas); at Eastern, eight (1925-26, under Lathers, Hintz McKay, and Stowe); at Michigan State, eleven (1949-50, under Compere); and at Wayne State, thirteen (1962-1972, under Skinner, Bahn, Vinson, Boyce, Sivier, and Haushalter).

Mass Communication

Aldridge, Henry B. Live Musical and Theatrical Presentations in Detroit Moving Picture Theatres: 1896-1930. U of Michigan (Speech Communication and Theatre).

Moving picture theatres in Detroit, Michigan regularly featured "live" musical and theatrical productions in conjunction with the showing of feature films between 1896 and 1930.

This study describes the development and various functions of orchestras, pipe organs, stage bands, musical revues, roadshows, and personal appearances in Detroit moving picture theatres with emphasis on these presentations in the Capitol, Michigan, and Fox theatres. Information on these productions was gathered from newspapers, periodicals, collections, and personal interviews.

Included in the study is a consideration of Samuel L. Rothapfel and the "live" productions which he staged in several New York moving picture theatres during the 1920's. These served as models for similar presentations in Detroit film theatres.

Appendices include a discussion of musical accompaniments to silent films, an analysis of the musical score to D. W. Griffith's *Broken Blossoms* (1919), a complete list of stage shows at the Detroit Capitol theatre, the script of a typical stage production, and photographs of important Detroit stage performers.

Ammassari, Elke Koch-Weser. Television Influence and Cultural Attitudinal Innovativeness: A Causal Approach. Michigan State U (Communication), 1972.

An attempt was made to single out the causal effect of television upon cultural attitudinal innovativeness among 100 male high school adolescents in a barely industrializing community of the Italian South. Toward this aim cultural attitudinal innovativeness was defined as the relative progress of personal psychological guidelines for overt behavior within the process of modernizing cultural change.

The main objective of the study was to test the adequacy of a causal model linking television exposure (TV) as an independent variable, with dissatisfaction with occupational chances (DS) and achievement motivation (AM) as intervening variables, with cultural attitudinal innovativeness (CAI), as a dependent variable.

Generally the relationships between variables in the causal model were rather weak, suggesting a tenuous impact of television exposure upon cultural attitudinal innovativeness among youths in a developing environment. In part these low relationships were due to the control on variables exogenous to the model, e.g., education and urbanity. Furthermore, though it appeared necessary to account for more than one dimension of cultural attitudinal innovativeness, only a relatively small proportion of the variance in cultural attitudinal innovativeness scores was explained in the two factor solution.

Anderson, Hayes L. The Effect of Filming a Television News Source by Vertical Camera Angle, Horizontal Camera Angle, and Source Eye-Contact on Source Credibility and Audience Attitudes Toward the Televised Message. Michigan State U (Mass Communication), 1972.

This study investigated the effects of a film camera's point-of-view on viewer evaluation of a news source and his message. A filmed news source delivering a one-minute statement was used as the experimental message. Camera was manipulated according to three vertical angles, three horizontal angles, and source eye-contact with the camera. Evaluations of source credibility, visual pleasingness, comprehension of the message, and attitude toward the topic and news story were obtained from 278 college students.

The manipulated variables had no detectable influence on subjects' perceptions of the *qualification* and *safety* dimensions of source credibility. When the vertical camera angle was manipulated, subjects perceived the source filmed by a camera positioned at *eye-level* to have more *dynamism* then when perceived by high or low vertical camera angles.

An interaction of horizontal camera angles and eye-contact affected perceptions of source *pleasantness*. The biggest effect was when the source had *no* eye-contact with the camera and was seen looking off to the left side of the television screen.

Effects of the manipulated variables on *comprehension* of verbal information were inconclusive.

Attitude ratings toward the message topic were more favorable when the camera was angled downward (high vertical angle) at the source, positioned directly in front of him, and he had eye-contact than when the camera was angled upward (low vertical angle) toward the source.

Subjects gave more positive ratings to how *interesting* they perceived the news story to be when the source was filmed by a camera angled downward at him. A camera angled upward resulted in a more negative rating.

Bailey, George A. The Vietnam War According to Chet, David, Walter, Harry, Peter, Bob, Howard and Frank: A Content Analysis of Journalistic Performance by the Network Television Evening News Anchormen 1965-1970. U of Wisconsin (Communication Arts).

This study is a content analysis of Vietnam news read by the anchormen on the network television evening newscasts. The coverage of the war from August 1965 to August 1970 is described quantitatively and evaluated as journalistic performance.

The source of record for the newscasts was a set of kinescopes prepared for the American military. Thus only the military aspects of the war news were covered, to the exclusion of news of domestic protests, governmental deliberation, and political activities.

A descriptive analysis counted the amount of Vietnam news on the newscasts, identified the anchormen and searched for trends in coverage over the years. A more detailed analysis of a sample counted the topics covered, the words used to name the parties in the war, the forms of writing including interpretation and opinion, and the use of attribution for sources of stories. Finally for each anchorman there is an essay which describes the style of his coverage and his changes over the years.

The results generally show the anchormen to have covered the war by the uncritical relaying of press releases from the American military and government. Statements from the enemy were more likely to be interpreted with skepticism. In the later years, however, the anchormen were more likely to interpret stories with skepticism towards the American official line. More speculative results suggest that anchormen tended to misunderstand the unique nature of the Vietnam war, especially in the early years.

Brown, Kent R. The Writer as Collaborator: The Career of Stewart Stern. U of Iowa (Speech and Dramatic Art).

The two purposes of this study were to examine how screenwriter Stewart Stern functioned in collaboration within the collective filmmaking process and to determine whether Stern sustained a personal point of view toward construction and characterization when adapting from another medium. The study focuses on screenplays produced from 1950-1968: *Teresa,* 1950; *Benjy,* 1950; *Rebel Without a Cause,* 1955; *The Rack,* 1956; *The James Dean Story,* 1957; *The Outsider,* 1962; *The Ugly American,* 1968; *Rachel, Rachel,* 1968.

The personal interview emerged as the central research tool. In addition to Stern, many of his directors and producers were also interviewed. Interviews with more prolific screenwriters were conducted in order to put Stern's experiences in a referential context. Scripts, personal notes and correspondence were available. This study does not include a critical or aesthetic examination of the films themselves.

The author delineated Stern's efforts to encounter, absorb, withstand or alter his working environment in order to achieve a satisfactory visualization of the original conception of his screenplay. The data suggested that no correlation exists between a successful collaboration and a successful film, aesthetic or financial. The screenwriter must work in the realm of personalities, coordinating his energies with those of the production team to encourage a synthesis among divergent points of view. Data also indicated that although Stern worked primarily with other source material, previously written screenplays or novels, he consistently imprinted his own sense of construction, theme, and characterization upon the adapted material.

Cohen, Akiba A. Coping with Uncertainty, Information Usage and Ticket Splitting. Michigan State U (Communication).

The study dealt with some of the communication behaviors of straight and split ticket voters in the 1972 election. The theoretical position argues that the more an individual can cope with uncertainty during a conflict, the more information he would expose himself to about all the available alternatives. It is assumed that information about the candidates helps the individual make his voting decisions, and that if an individual exposes himself to information on only one party's candidates he would be more likely to vote for all the candidates of that party. Thus, individuals who can cope with uncertainty would tend to split their ticket to a greater extent than those who have a lower ability to cope with uncertainty.

Coping with uncertainty was positively related to the perceived familiarity with the positions of the candidates, negatively related with the degree of selectivity in the use of information during the campaign, and unrelated to the time at which the voting decision was made, the amount of attention to the candidates in the mass media, and the extent and selectivity of conversations about the candidates.

Coping with uncertainty was not directly related to ticket splitting. However, ticket splitting was positively related to the time the decision was made, and to the amount of exposure to information during the campaign, and negatively related to the degree of selectivity to information. There was no relationship between ticket splitting and conversations and between ticket splitting and selectivity in perceived familiarity of the candidates' position.

D'Arienzo, Sister M. Camille. Eric Sevareid Analyzes the News. U of Michigan (Speech Communication and Theatre).

Eric Sevareid was among the first wave of newspaper reporters to respond to the changes and challenges introduced by broadcasting. As a young writer for the Paris edition of the *Herald Tribune*, Sevareid attracted the attention of Edward R. Murrow who, at the outbreak of World War II, was organizing a London-based news division for CBS radio. He accepted Murrow's invitation and began a long, successful career in newscasting, with an ever-increasing emphasis on analysis.

An examination of Sevareid's published writings, along with over 1500 transcripts of his analyses broadcast over the CBS television network, reveals him to be a journalist who is dedicated to discovering and reporting the truth behind the events that affect life in America and elsewhere.

This study takes into account thirty-five years of Sevareid's broadcasting and commenting on the news. It concentrates on three major areas of his reportage: (1) the wars: World War II, the Korean Police-Action and the Indochina conflict, (2) the presidency: the nature of the office and the performance of three of the six men who have held that post in the course of Sevareid's career and (3) broadcasting the news, its freedoms and limitations.

It was concluded that a measure of Sevareid's success as a news analyst stems from his ability as an essayist. His reflections, which contain humanistic overtones, provide criteria for evaluation of those issues and events which affect and alter life.

Dimmick, John W. An Uncertainty Theory of the Gate-Keeping Process. U of Michigan (Speech Communication and Theatre).

The purpose of the study was to answer three questions concerning the structure of the gatekeeper's decision space. The questions were implied by the third of four theoretical propositions. Proposition three states that the gatekeeper's decision space is multidimensional. The three research questions were: (1) Is the gatekeeper's decision space multidimensional? (2) Which distance model—the Euclidean or city-block model—is most appropriate for representing journalistic decisionmaking? (3) Do the traditional news selection criteria (e.g., timeliness and significance) enable one to label substantively the dimensions of the space?

Dissimilarities data on randomly selected news stories from the AP wire were collected from four groups varying in journalistic experience or training: a group of graduate students in journalism, a group with no experience or training, a group of professional journalists, and a group of journalism instructors. In addition, each subject rated each news story on five traditional criteria of news selection.

The data were submitted to three multidimensional scaling programs: TORSCA, MDSCAL, and PREFMAP. The results supported proposition three which states that the gate-keeper's decision space is multidimensional. The results also indicated that the Euclidean model is the most appropriate distance model to characterize journalistic decision-making.

Only in the case of the instructor sub-group did the traditional news selection criteria enable substantive interpretation of the dimensions of the decision space.

Eshelman, David L. Compulsory Disclosure of News Sources: A Critical Investigation. U of Denver (Speech Communication).

The purposes of this study were to investigate the status and implications of the law of compulsory disclosure of evidence by newsmen. General First Amendment theory was the basis of analysis of the issues.

All primary legal documents pertaining to evidentiary pleadings by newsmen were examined. These included forty-one court decisions and nineteen state statutes in force in December 1972.

American courts were consistent in denial of a common law privilege for newsmen. Subsequently the First Amendment was asserted as a defense against compulsory disclosure. The lower court decisions generally denying relief were affirmed by the Supreme Court in 1972 in its decison of first instance.

There was diversity in the provisions of the state codes which provided evidentiary privilege for newsmen. The court's interpretation of the codes tended toward a uniform application of the law. Where the legislature did not specifically make an exclusion to the general rule of compulsory disclosure, such fact situations were distinguished from the code and fell under common law.

The study concluded that the most appropriate contemporary resolution to this controversy was the enactment of an explicit federal statute which would provide that: the protection be afforded any person connected with, employed by, or associated in any newsgathering function; any medium engaged in dissemination of information or opinion be included in the protection; the protection be absolute (no waivers); the protection be assertible anywhere (including state jurisdictions); and both the source of material and the unpublished information be protected from compulsory disclosure.

Feldman, Mildred L. Bos. Participation by the United States in Selected International Telegraph and Radio Conferences Prior to the Affiliation of the International Telecommunication Union with the United Nations. Louisiana State U (Speech).

The purpose of this study was to determine the extent and effectiveness of participation of members of the United States delegations at selected international electric communications conferences. They included the categories of telegraph, radio, International Telecommunication Union, regional, technical, and specialized.

Procedure required selecting the conferences to be studied, determining place, time, and purpose of each, identifying members of the delegations and their affiliations. How the delegates represented the United States was determined by discovering the proposals and suggestions which the delegations formulated prior to or at the beginning of the conferences. The degree of effectiveness of delegate participation was weighted by the eventual disposition of the United States proposals through the acceptance or rejection by the total membership.

Data were secured from an examination of the private papers of some American delegation members, from government files in the National Archives, from published government documents, from the *New York Times,* related books, and technical journals.

A summary of the findings shows that this country was generally not active at the Union telegraph conferences but was active, although unsuccessful, at the Allied series. The United States participated extensively and effectively in many of the other conferences. Delegations were composed of government personnel, persons from private industry, and representatives of special interests. There were three main reasons for this country's effective participation: the personal calibre of many members of the delegations, their technical abilities, and their advance preparation for the conferences.

Howard, Robert. Bias in Television News, A Content Analysis. Florida State U (Communication), 1972.

The purpose of this study was to determine whether bias (defined as what a majority of coders rated as bias) exists in American network television news.

Sixty-seven stories were selected from the early evening newscasts of the three major American television networks during the period March 20-24, 1972. Each story presented an issue involving the federal government.

The rating instrument was designed to assess balance, determine favorability, and identify bias indicants. Quantitative devices were designed to measure the running time and "attention score" of each story. The "attention score" was determined by the use of rear screen projection, action footage, interviews, satellite transmission, one or more correspondents, and story placement within the newscast.

The stories were submitted to selected raters for evaluation. The results of the study were as follows: (1) Forty-seven per cent of the stories were imbalanced. (2) Almost two-thirds of the stories contained elements of bias. (3) Forty per cent of the stories were directional, favoring one side or the other of an issue, of these directional stories, almost twice as many were unfavorable as favorable to the referent. (4) All three networks were equally biased with NBC being the most balanced and most neutral, while ABC was the least balanced and least neutral. (5) Balanced, biased, and unfavorable stories had a longer running time than their opposites. (6) Balanced, biased, and non-neutral stories achieved a higher "attention score" than their opposites. (7) Wording was the most significant indicant of bias.

King, James C. A Survey and Analysis of the Major International Evangelical Short Wave Broadcasters: Trans World Radio, HCJB, and the Far East Broadcasting Company. U of Michigan (Speech Communication and Theatre).

The majority of short wave facilities are owned by two groups: governments and evangelical religious broadcasters. Research indicates that the evangelicals command almost as much transmitter power, facilities, and broadcast time as many of the largest government operations. Yet, while much has been written about the government-owned stations, comparatively little has been published about the evangelicals. This reseach was conducted through numerous visits to the stations, interviews, and correspondence.

The study is divided into three major components. The first provides an introduction to the study and to the technology and peculiarities of short wave broadcasting. The second part examines the major evangelical broadcasters in light of their historical developments, technical facilities, organizational and financial structures, programming, and audience research. The third part provides an assessment of the total operations of the individual broadcasters in light of criteria established by the stations themselves, other religious broadcasters, and the author.

The results of this study demonstrates that, while many broadcasters are performing admirably, others are severely lacking, particularly in the areas of programming, news, and audience research. The time seems ripe for these broadcasters to re-examine their goals, procedures, and policies. It is hoped that the data in this study will assist both the broadcasters themselves and future scholars in conducting that re-evaluation.

Kurtz, John L. The Development of Radio and Television at Southern Illinois. Southern Illinois U (Speech).

This study analyzed the growth, development, and interrelationship of the Broadcasting Service and Radio-Television Department at Southern Illinois University, Carbondale.

The Broadcasting Service was formed as a service unit in 1953 and operates two public television stations, WSIU-TV, and a public radio station, WSIU-FM, all University-owned, to serve the southern third of Illinois.

The Radio-Television Department, created in 1956, serves over 450 undergraduate majors with a curriculum of thirty-four courses, placing it among the nation's top five departments in terms of enrollment.

The two units are closely integrated, with a single operating head, common teaching and production faculty and staff, and widespread involvement by Radio-Television majors in the operation of the radio and television stations.

Apparent assets and liabilities of the present system were examined and possible alternative methods of operation were suggested. These included splitting the units administratively and fiscally, but retaining certain coordinated functions on a contractual basis; moving the Service into the College of Communications and Fine Arts, where the department is located; or moving both units, together with a research arm, to some other area, as an institute.

Recommendations for the future included a greater emphasis on interdisciplinary academic programs, with additional weight given to cable communication and international broadcasting.

Leach, Alan Lyon. Commercialism and the Quality of Children's TV Programs: An Analysis of Responses to the Proposals of Action for Children's Television—February 1970 to January 1973. Ohio State U (Speech Communication).

A citizen's group, Action for Children's Television (ACT), has been largely responsible for renewing public concern over the effects of TV programs and commercials on children.

The dissertation analyzes the strategies, activities, and issues ACT used to attack these problems and the responses its campaign evoked from broadcasters, sponsors, other citizen's groups, and the public. It also assesses the usefulness of proposed solutions, ACT's impact, and future implications.

Data were gathered from interviews with ACT's founders and with key FCC staff members, from a sample of relevant agency filings, from FCC, FTC, and Congressional documents, from ACT library materials, from discussions with broadcasters, and from numerous general and trade press articles.

Data analysis suggests that ACT formulated two campaigns, one to secure government regulation of children's programming and advertising, the other to educate the public. Before the FCC, ACT argued for a ban on children's advertising, contending that commercialism restricted program diversity and that TV advertising took unfair advantage of children. Broadcasters maintained that "quality" programming could not be produced without advertising revenue and that problems can be solved through self regulation. Sponsors argued for better programming within the commercial framework. Other citizen's groups and the public supported ACT.

ACT has attracted substantial attention to the problem and has affected children's advertising reforms. Programming changes have been less impressive.

Since there are substantive problems with all proposed solutions, the key rests with the public. Only when ACT's concerns are reflected in program ratings will major changes in programming be instituted.

Mills, Richard Ian. Film Form and Film Criticism: A Twentieth Century Synthesized Perspective. U of Wisconsin (Communication Arts).

Cinema evolved as an expression of a cosmology which emphasized the necessity of synthesis. Film is the art which mirrors most intensely the twentieth century synthesized cosmic view, the coming together of matter and mind. What emerges from an examination of this process is a recognition of the dimensions of invention, form, expression, and memory in the intersection of an artist's mind and material.

A comparison of Marcel Proust's *Remembrance of Things Past* and Frederico Fellini's *8½* reveals the importance of memory in two twentieth century art forms. Form is discussed in terms of time, extension, space, movement, and object. The diffusion and relating of objects is the activity of expression and the quantum theory provides a convenient scientific explanation of the expression of a subject in space-time.

Twentieth century psychologists discuss the dimensions of consciousness which parallel those of the material world. Freud emphasizes the emotional aspects of the mind as formed in the past, memory. Jung is concerned with the spiritual nature of man's psyche, man's expression in the present. Alfred Adler stresses the social motivations of dreams, their form, and their future-orientation. A particular artifact emphasizes one of these aspects of consciousness.

The critical process should, in fact, be a creative synthesis of dimensions which are congruent with the dimensions of the art object itself. It is suggested that the critic can achieve such congruence through the canons of invention, memory, disposition, and elocution. The use of this mode of perception is illustrated by an analysis of *Fellini-Satyricon*. (Abstracted by Russell Merritt)

Muchnik, Melvyn M. Free Expression and Political Broadcasting on Public Radio and Television: A Critical Inquiry. U of Denver (Speech Communication).

This investigation considered whether the laws affecting political broadcasting on public radio and television stations serve to assist or hinder the flow of information upon which the electorate may make informed choices.

The following questions were posed: (1) What legal decisions have affected political broadcasting on public radio and television stations? (2) What questions have been raised and criteria developed as a result of these decisions? (3) How do these questions and criteria, related to public broadcasting, further relate to democratic theories of expression?

Analysis of the key legal decisions reveal a contradictory set of criteria for the public broadcaster. Positive influences for political programming include a new reasonable access requirement for candidates for federal elective office, and an apparent prohibition of state restrictions on any other kind of programming simply because state funds are involved in a station's budget.

Negative influences for political broadcasting on public stations include a ban on editorializing, the lack of a long-range funding plan in favor of the annual appropriation process, the statutory definition of programming appropriate for public stations which omits contemporary or public affairs, and a burdensome requirement for balance and objectivity in each single program or series.

In light of the findings of the studies, twelve policy recommendations were advanced that would better allow public broadcasting to serve as a medium for political information.

Petric, Vladimir. Soviet Revolutionary Films in America. New York U (Cinema Studies).

The aim of this study is to investigate to what degree the Soviet montage technique of the 1920's influenced American filmmakers and theorists of the same period. By methods at once critical and documentary, analytic as well as comparative, the dissertation explores the areas of affinity and contrast between the two national cinemas. It scrutinizes the evidence of film theory and practice to determine the extent and nature of formal, aesthetic, political, social, and ideological influence. It reaches the conclusion that the range and magnitude of this interdependence is greater than has been previously known. Thus, it resolves the controversy among film historians some of whom asserted that the impact of Soviet revolutionary films on American filmmakers and theorists was considerable, while others claimed the relationship and influence were insignificant.

Appendices to the dissertation include a filmography of all Soviet silent films released in the United States through 1935, and a chronology of release dates.

Policy, Ronald James. Otto Premingers' *Skidoo:* Biography of a Motion Picture. U of Wisconsin (Communication Arts).

This is a case study of the making of *Skidoo* during a seventeen-month period from Otto Preminger's announcement of the project in November 1967, to the end of the film's first-run release in April 1969. Primary emphasis was on the production process between March 11 and August 30, 1968, during which the author was a daily on-site observer, examining and documenting the exercise of authority and influence by Preminger in that creative communication.

The study concluded that Preminger, unlike most of his colleagues presently at work in American feature film making, enjoys an extraordinary amount of power and control over the diverse elements of his productions, with no input of any significance admitted into the productive process that he did not initiate or approve. Nonetheless, *Skidoo* was unsuccessful on both commercial and artistic counts. Not only did it fail, in the short run at least, to repay its production costs, but it met with outright derision from most major film critics.

Even though Otto Preminger customarily expresses himself on film in directorial terms that exhibit a marked stylistic consistency, his past successes have been more popular commercially than artistically, and have resulted largely from his ability to attract a general audience by manipulating the external elements of a given production. Preminger appears, on balance, to be more a producer-director than a director-producer. Certainly in the case of *Skidoo,* his ability as a director did not serve the film; his abilities, however keen, as a producer could not save it.

Pollock, Arthur Denny III. Florida's "Politithon '70": A Descriptive and Evaluative Study of an Innovative Educational Television Project in Campaign Communication. Florida State U (Communication), 1972.

This study described and evaluated "Politithon '70," an innovative television project in political campaign communication broadcast statewide over Florida educational stations on the night of October 28, 1970.

The Florida legislature's desire to help curb the spiraling trend of campaign costs paved the way for the broadcast. "Politithon '70" was funded by a $25,000 grant from the Florida State Department of Education and produced by public television station WPBT-TV of Miami.

This dissertation includes a historical review of events leading up to the broadcast, a detailed description of the production format, a descriptive account of the broadcast, post-program assessments and evaluation of the presentation's effectiveness, and a set of recommendations for improving future "Politithon" programming.

All candidates running in statewide races were featured on the program, with all opposed candidates having the opportunity to answer questions posed by voters and to deliver personal statements. The seven proposed amendments to the Florida Constitution were presented as they appeared on the ballot and explained objectively by program announcers.

Though "Politithon '70" was plagued by such factors as its late airing date in the campaign, its tediously lengthy one-night broadcast format, and the lack of comprehensive survey research to determine its total impact, Florida newspapers generally praised the program, stations carrying the broadcast reported enthusiastic audience response, and in April and May of 1971, "Politithon '70" was presented with George Foster Peabody and *Saturday Review* awards for excellence in television programming.

Although no claim could be made that "Politithon '70" succeeded in reducing campaign spending, within limitations it effectively provided its broadcast audience with the potential for realizing a most valuable form of information gain. With the implementation of changes suggested in this study, future broadcasting of this kind may be even more effective.

Pryluck, Calvin. Sources of Meaning in Motion Pictures and Television. U of Iowa (Speech and Dramatic Arts).

An attempt is made to develop a new approach to film and television theory which would apply to a broad range of functions such as entertainment and education.

Film and television are compared to language in an attempt to distinguish those characteristics that are common to sign systems and those that are unique. The structures of language and image communication are found to differ in almost every detail. Language is deductive based on rules; image communication is inductive based on relationships within and between images.

Descriptive concepts and propositions are presented and used to analyze the representation of meaning in a full range of image communication from, say, home movies to video feedback.

The conceptualization that integrates these extremes proposes that there are two interactive sources of meaning within image communication, object, and depiction. Depiction is more than a carrier of meaning but usually less than an independent source. Depiction contributes to meaning through two processes identified as shaping and construction of meaning. Relative contributions to meaning vary between depiction as a minimal source of meaning to total contribution to meaning by depiction.

The basic relational mechanism between images are conceptualized through a modification of information theory redundancy. It is proposed that image communication contains numerous streams of information which are variously sources of redundancy or uncertainty; meaning stems from a balance of redundancy and uncertainty among the streams.

Silber, Joan E. Frager. Cinematic Techniques and Interpretation in Film and Television Adaptations of Shakespeare's *Hamlet*. U of Michigan (Speech Communication and Theatre).

This study examines the relationship between the producer-director's interpretation and the use of cinematic techniques in five productions of William Shakespeare's *Hamlet* that have been permanently recorded on film and/or videotape. In addition, a brief review of the more than twenty known filmed and televised versions of *Hamlet* is provided. A methodology for future analytical film studies is suggested by the instruments for notetaking.

The directors of the five adaptations receiving analysis are Grigori Kozintsev, Frank Peter Wirth, Philip Saville, Tony Richardson, and Laurence Olivier. Each production was viewed at least three times, including at least one stop-start study. Critical reviews and available production notes were also consulted.

It was found that each director presents a different interpretation of Shakespeare's drama by emphasizing different cinematic techniques. Kozintsev's thematic focus on the dangers of a conscienceless society is supported by an imagistic visual treatment. Wirth relies on close-up shots to present a Hamlet unable to commit premeditated murder. The Saville production, videotaped on location at Kronborg Castle, concentrates on displaying the castle and neglects a dramatic focus. Richardson heavily depends on the extreme close-up, allowing a nervous, unprincely Hamlet to dominate the screen. Olivier uses deep focus photography, a fluid camera, and a *mise-en-scene* approach to present Hamlet's personal dilemma as it evolves from an Oedipus complex.

This in-depth study of the integration of technique and interpretation in these productions enriches our appreciation of the art of the cinema and of Shakespeare in cinema.

Smeyak, Gerald P. The History and Development of Broadcasting in Guyana, South America. Ohio State U (Speech Communication).

The purpose of this study was to examine the growth of broadcasting in Guyana delineating social, legal, political, and economic factors that shaped early experimentation and the growth of radio.

Information was gained during a field trip to Guyana for interviews and an examination of government and private records.

The results of the study show that Guyanese broadcasting developed in three distinct stages. The first stage (1926-1931) was heavily influenced by the growth of radio in Great Britain. A carrier current system, subsidized and operated by the Post Office Department, utilized existing telephone lines. Revenue was obtained from listeners on a fee basis. Programming from the United States and Great Britain was relayed to the small audience who had telephones.

The second stage of broadcasting in British Guyana (1931-1967) was dominated by private interests operating with a government franchise. A heavy United States influence was seen in the growth of mass appeal programs and the reliance on commercial revenues. The legal basis for broadcasting continued to follow the pattern set by the British Broadcasting Corporation.

The third period of Guyanese broadcasting (1967-1972) occurred when the colony gained legal and political independence from Great Britain. The Guyanese government acquired one of the commercial radio stations and private and public broadcasting now operate side-by-side competing for revenue and audience.

Stanley, Jack R. A History of the Radio and Television Western Dramatic Series *Gunsmoke,* 1952-1973. U of Michigan (Speech Communication and Theatre).

Change is one of the few constants in the field of broadcast programming. The program *Gunsmoke* has endured many changes since it began on CBS Radio in 1952. This study surveys those changes under the hypothesis that the program's original conception accounted for the program's ability to survive these modifications.

The major divisions of the study are the creation, the radio production, and the television production. The production periods are further broken down into the years and changes which transpired under the program's four producers. At different stages these producers directed the evolution of *Gunsmoke* from a series of audio experiments into a radio series, from a radio series into a television series, from a half-hour to an hour program, from black and white to color, from one continuing character to a cast of five regular characters, and from a violent morality play to a dramatic anthology.

Gunsmoke was a program of style and of characters, not primarily of plot. The program idea, a marshal maintaining law and order in Dodge City, Kansas circa 1872, was broad and open-ended. It was not restricted in any way except by its style of honesty and realism.

This study clearly proves that *Gunsmoke* was able to withstand the many changes it faced from 1952-1973 because of the flexibility which was built into the program as it was conceived in the beginning.

Wellman, John F. Storer Broadcasting Company—Its History, Organization and Operation. U of Michigan (Speech Communication and Theatre).

This investigation of Storer Broadcasting traces the almost half-century of broadcasting by the company; describes the organizational structure, operational practices, and management responsibilities of the company; describes the individual stations' relationship to the parent company; and evaluates the company on the basis of current management theory.

Storer began its broadcast activities in 1927 and has since owned thirty-four stations in twenty cities. In the mid-sixties the company achieved a gross income in excess of $45,000,000 and, as a result, it purchased 86% of Northeast Airlines in 1965.

Storer is a closely held family business that has placed emphasis on growth, new markets to bigger markets. The corporation has considered itself hampered by FCC ownership rules.

The organization and operation of Storer is dictated by several factors: broadcast regulation, competition, location of stations, the Storer family, and industry movement. In the main Storer has responded well to these factors and, through sound management, has built a strong, flexible organization.

Home office control of the stations plays a major role in the matters of finance, programming, and license-renewal decisions. The local manager has a fairly free hand in all other station functions.

In a financial comparison with four group owners, Storer indicated good growth in profit until the airline purchase. Storer's growth paralleled or exceeded industry growth in the 1950's.

Storer mistakes over the years have been costly, but the company has rebounded and continued to serve well the communities in which it operates.

Public Address

Adams, Michael F. A Critical Analysis of the Rhetorical Strategies of Senator Howard H. Baker, Jr., in His 1972 Campaign for Reelection. Ohio State U (Speech Communication).

This study is a rhetorical analysis of the strategies used by Senator Howard H. Baker in his 1972 campaign for re-election. It seeks to isolate the basic ideas which Baker expressed while adapting to Tennesseans of voting age.

The primary standard used to evaluate the Senator's rhetoric is effect.

Between September first and November seventh, 1972, the writer became a nonparticipant observer in Baker's campaign for re-election. Over fifty speeches were recorded and later transcribed for examination by critical analysis. In addition, personal interviews with the Senator and his speech staff were conducted throughout the campaign. Campaign materials, local newspaper analyses, examples of media exposure, and question-answer sessions were likewise evaluated. Particular attention was paid the historical situation that called Baker's rhetoric into being.

Five main conclusions, each the outgrowth of a specific chapter, were reached. The political situation of the day influenced Baker's rhetoric, enabling him to develop rhetorical strategies more favorable to a majority of the state's voters. The Baker effort recognized the role of persuasion as a "campaign" process; his campaign was systematically planned and heavily financed. The senator's rhetorical strategies, as expressed in his messages, were closely aligned to the attitudes of Tennesseans. The incumbent's ethos was perceived as highly favorable. Baker's role as an incumbent significantly aided him in his re-election effort.

Alexander, Joseph C., Jr. **The Homiletical Theory and Practice of James T. Cleland. Ohio U (School of Interpersonal Communication).**

The purpose of this dissertation was to describe and analyze the homiletical theory and practice of James T. Cleland who served as Professor of Preaching and Dean of the Chapel in the Divinity School of Duke University for over twenty-five years.

Sources of data included interviews with Cleland, his written replies to an extensive questionnaire, the analysis of sample published and unpublished sermons, books, articles, and lecture notes on homiletics as well as several recorded sermons.

A biographical chapter detailed his family background, his religious growth, his education, his teaching experience and philosophy at Amherst College and Duke Divinity School, his preaching, and his related activities as lecturer, writer, and consultant on homiletics and liturgics. Succeeding chapters described Cleland's oral interpretation of scripture and corporate prayer, creation of sermons with a bifocal appreciation for the Biblical message and the contemporary situation, themes which undergirded his preaching, methods of developing and arranging sermons, style, and delivery. Both his theory and practice in these phases of communication were described. The concluding chapter summarized the findings, offered an overall evaluation, and recommended additional topics suitable for rhetorical research.

The results of the study indicated that Cleland's success as a teacher and practitioner of the art of preaching was a product of his own experience rather than formal acquaintance with traditional rhetorical theory. Yet his theory and practice incorporated many of the principles advocated by classical and modern rhetoricians. Thus, he deserves acclaim when judged by both classical and modern rhetorical standards.

Beaven, Mitchell Eric. A Rhetorical and Thematic Analysis of the Radio Speaking of Dr. David H. C. Read. Southern Illinois U (Speech).

The primary purpose of this study was to describe and evaluate the preaching of Dr. David H. C. Read on the program "The National Radio Pulpit," sponsored by the National Council of Churches of Christ.

The first factor responsible for Read's success was his superb education. He studied English literature under the illustrious Herbert Grierson at Daniel Stewart's College at Edinburgh, was the recipient of a scholarship at Montpellier, Strasbourg, and Paris, and completed his theological studies at New College, Edinburgh. The second factor was his five year internment in German P.O.W. camps where he faced the challenge of writing and preaching to desperate men. The third factor was his experience as a church pastor and as the first chaplain at the University of Edinburgh. The final factor was the pastorate of the Madison Avenue Presbyterian Church in New York.

Analysis of Read's rhetorical practices revealed that invention and style were of prime importance. He reads a wide variety of books and periodicals and reads a daily metropolitan newspaper. In addition he attends plays, watches movies and television, and travels extensively. From his Bible study he takes principles and applies them to the complex problems of modern man.

Read writes all of his sermons. He feels that the discipline of writing makes a preacher sure he has done the necessary work. He carefully chooses every word weighing not only its meaning, but whether it will balance the sentence.

Bond, Wayne S. The Rhetoric of Billy Graham: A Description, Analysis, and Evaluation. Southern Illinois U (Speech).

The purpose of this study was to describe, analyze, and evaluate the speaking of Billy Graham. The scope of the study was limited to an analysis of Graham's more recent ideas and proposals as set forth in his writings and sermons.

The descriptive level of the study included biographical and historical material as extrinsic factors in the criticism of Graham's public address. The analysis of Graham's ideas attempted to determine what the speaker asked men to do and believe and how he attempted to gain assent.

In arriving at an evaluation of his discourse, the following questions were applied to Graham's advocacy: What are Graham's assumptions about man and society? What does Graham perceive to be the issues and tensions of the times? What are Graham's propositions/strategies for dealing with the tensions of the times? What methods of support does Graham utilize in the development of his propositions? To what extent is Graham a "cutting edge" in Protestantism? What is Graham's influence on contemporary evangelism?

The final chapter of the study posited conclusions in answer to the six questions. As a result of his rhetoric, Billy Graham has become one of the most popular figures of twentieth-century religion, and his evangelistic speaking has become a phenomenon of this century.

Choy, Timothy Y. C. A Rhetorical Study of Parliament's Attempts to Inquire Into British Foreign Policy During 1832-1865. Pennsylvania State U (Speech Communication).

The purpose of this study was to discover what rhetorical patterns, if any, existed in the House of Common concerning British foreign policy during 1832-1865, and if such patterns did exist to describe, analyze, and evaluate them.

The inquiries selected as the basis for the study were the debate on Cutlar Fergusson's motion of July 9, 1833, regarding the Polish policy; the debate on John Arthur Roebuck's motion of June 20, 1850, concerning the Don Pacifico Affair in Greece; the debate on Benjamin Disraeli's motion of May 24, 1855, involving peace in the Crimea; and the debate on Richard Cobden's motion of February 26, 1857, on the Arrow Affair in China.

Each inquiry was established in its historical perspective. The circumstances and conditions which prompted Commons to inquire into foreign policy were considered. Which individuals participated as critics of the foreign policy were determined. The speeches made by those who opposed the foreign policy were examined in order to discern what ideas they developed in supporting their positions. The effects of the debates upon the ministry's foreign policy were considered.

The results of the study revealed certain distinct patterns in regards to the situation that called forth the debates, the individuals in the House who were critics of the foreign policy, and the arguments presented by these individuals. It was also observed that the inquiries were unsuccessful in bringing about any changes in the policy.

Cooley, Frank H. A Rhetorical Analysis of the Sermons of Dr. David Elton Trueblood. Bowling Green State U (Speech).

David Elton Trueblood is professor at large at Earlham College, Richmond, Indiana. As founder and president of Yokefellows International, he is a widely known writer and speaker.

The methodology employed included the traditional canons of rhetoric, a biographical sketch, his theories on preaching, and his mode of speech preparation. The study was based upon interviews with Trueblood and his associates, his personal file (1920-1972), publications, and correspondence.

The inquiry revealed Trueblood as a Quaker, Yokefellow, theologian, philosopher, and a preacher. He reflected his precepts and ethical profile by preaching with a genuine concern for others. His mode of speaking is extemporaneous.

Trueblood's arrangement indicated thorough preparation. There was no definite pattern exhibited toward the parts of a speech. His sermons characterized his awareness of the value of audience contact. He provided variety in an orderly manner.

The inventive characteristics of Trueblood indicated he relied heavily upon source credibility, but he used logic, and to a lesser extent, emotional proof. His sermons promoted the ecumenical movement of the Christian faith.

Figurative language was utilized to enhance the audience's understanding. Narrations, descriptions, definitions, comparisons, and contrasts were Trueblood's primary tools through which he presented vivid images of his thoughts and ideas.

His authoritative yet pleasing, dignified, and sincere image indicated his interest in others.

The naturalness of his delivery, and his excellent memory, aided his image as a good man speaking well.

Curtis, Alan Morris. Political Speechwriting ("Ghostwriting") In the Nixon Administration, 1968-1972: Implications for Rhetorical Criticism. U of Southern California (Speech Communication).

The purposes of this study were: (1) To determine the existence and general nature of speech writing ("ghostwriting") among presidents of the United States, especially recent ones, in order to establish background and context as a basis of comparisons between these former presidents and Richard M. Nixon. (2) To describe Nixon's policies and practices regulating the use of speechwriting in presidential speeches, 1968-1972. (3) To evaluate the challenge speechwriting presents for rhetorical scholars of future presidential addresses.

The principal research technique was personal interviews with six Nixon speechwriters. An attempt was made to review all relevant published materials. In the interviews the writer explored the speechwriters' work from the President's initial request through intervening steps up to the time of delivery.

Data from the interviews were compared with information from other sources to determine the reliability and validity of the answers given by the interviewees, particularly since the "Watergate Affair" uncovered much apparent information-withholding on the part of selected White House personnel. The application of these tests indicated that the speechwriters answered with frankness and a desire to provide a realistic and accurate account of their duties and responsibilities. The data resulting from the interviews were then synthesized to provide a descriptive account of the "Writing and Research Division" within the White House.

Dalebout, Jacoba. Thematic-Ideational Study of Selected Sermons of Dr. Henry Bast on the *Temple Time* Radio Broadcast. U of Michigan (Speech Communication and Theatre).

The purposes of the study were to discover the themes and ideas projected on the *Temple Time* broadcast, to ascertain the relationship of the messages to the denominational standards and creeds, to delineate the nature, purposes, and extent of the *Temple Time* program, and to discover whether the messages are oriented to the national and international audiences, climates, and issues.

Through content analysis it was learned that (1) seventeen themes and 108 ideas are projected on the broadcast by Bast. Of these, five themes and thirty-six ideas dominate the sermons. (2) Bast's messages possess a distinctively reformed doctrinal emphasis, a primary aim of the broadcast. (3) The sermons communicate a two-fold message re-enforcing the dual purpose of the program: the evangelization of the lost and the instruction of the saved. (4) Bast explains the revealed Word of God containing the gospel of salvation in Jesus Christ. (5) He preaches doctrines familiar to fundamental Christianity in the United States. (6) A positive-redemptive approach is employed in the sermons rather than a negative-condemnatory approach. (7) The appeals of responsibilities and rewards are utilized to encourage believers in faith and practice. (8) The metaphysical doctrines of Christianity are affirmed in the sermons. (9) The messages do concern national and international moral and religious issues but they do not concern political or social issues of the time. (10) The sermons are oriented to the geographical and political compositions of the audiences.

Derryberry, Bobby R. Senator Robert S. Kerr's Conservation Rhetoric. U of Missouri (Speech and Dramatic Art).

The purpose of this study was to examine Kerr's development as a speaker and conservationist, analyze the values that motivated his speaking for conservation, determine the conservation objectives that dominated his rhetoric, review his principal methods of persuasion, and distinguish the characteristic features of his style.

Manuscripts of Kerr's speeches from the Kerr Collection at the University of Oklahoma Library and his speeches in the *Congressional Record* were studied. Reactions to Kerr were gathered from newspapers, periodicals, and interviews with Kerr's associates. Classical and contemporary sources on persuasion were consulted.

Kerr's rhetoric affected conservation throughout the nation. Besides developing Oklahoma's resources, he was the dominant influence in developing the Arkansas River. He led the Senate in planning for the nation's future water development. As chairman of the Select Committee on National Water Resources, he directed national attention to future water needs while calling for research and pollution abatement. His pollution control measures were effective in motivating cities to decrease pollution by constructing sewage facilities. His concept of basinwide development of rivers has become the basis for the nation's subsequent river development.

In his spokesmanship, Kerr showed allegiance to the values of wealth, political success, religion, future generations, and quality of life. His strategies included his own credibility, utilization of value concepts, factual data, ridicule, and power. He demonstrated that persuasion and coercion must not be viewed as dichotomies. Stylistically, Kerr's speaking represented the oratory that characterized the late nineteenth and early twentieth centuries.

Dues, Michael T. Neither North Nor South: The Rhetoric of Confrontation, Compromise and Reaction in Kentucky, 1833-1868. Indiana U (Speech).

Historical accounts offer widely varying interpretations of the role of Kentucky in the Civil War. This study is an attempt to clarify the role of Kentucky in the war by examining the premises on which political leaders in the state built their advocacy of policies dealing with slavery, secession, and Union. It concludes that Whig and Democratic politicians followed the model of Henry Clay, treating Union as their highest priority, but insisting that Union depended upon negotiated compromise among the states and the federal government.

Although Whigs and Republicans heatedly accused Kentucky Democrats of secessionism, Democratic politicians consistently denounced disunion, using a rationale closely paralleling that of the Whigs. A clear majority of the state's voters, and virtually all successful politicians supported Union before and during the war. At the end of the war, however, disillusion over Radical Reconstruction and military excesses in the state caused an anti-North reaction. Between 1865 and 1868, Unionist rhetoric in Kentucky yielded to a persuasion which expressed a deep sense of betrayal by the North and a strong emotion of sympathy with the South.

Erhart, Joseph F. The Birth Control Debate in the Roman Catholic Church. U of Pittsburgh (Speech and Theatre Arts).

Until the twentieth century, birth control was considered immoral by most religious leaders. By the 1930's opposition to birth control was generally abandoned. A major exception is the Catholic Church, which teaches officially that most contraceptive procedures violate God's law. This traditional position was accepted almost without public challenge until about 1963. Then a "liberal" position emerged, and from that date a debate has raged within the Church. Since the debate is incompletely understood, this study seeks a fuller understanding.

The traditional method of rhetorical criticism, inspired by Aristotle, is applied to the debate. Examined are twenty centuries of efforts to persuade a series of audiences. The study undertakes an analytical, historical, and critical investigation of the opposing positions, the arguments advanced to support them, and the factors that contributed to shaping those arguments.

The traditional teaching was developed in contexts that made prohibition of contraception almost inevitable, but significant developments in the theology of marriage, in the Church, and in society have created a situation where the teaching is deprived of substantial parts of its theological and sociological underpinning. Hence liberals conclude that change is compatible with the genuine sense of tradition, but conservatives contend that change is impossible.

Given the premises accepted by both sides, the conservatives prevailed since they convinced the Pope, the primary audience. However, prescinding from the Pope's authority, the liberals prevailed logically and rhetorically. They won all the major arguments from Scripture, tradition, and from logical/theological reasoning. They also developed a rhetoric demonstrating that liberalization would be compatible with genuine Christian tradition and would not necessarily lead to the evil consequences predicted. The liberals adequately account for all variables, whereas the Pope and conservatives leave questions unanswered and inconsistencies unresolved.

The Pope, acting as advocate as well as final arbiter in the debate, failed to convince major segments of his Catholic constituency and human society.

Flaningam, Carl D. Complementary Images: The Off-Year Election Campaigns of Richard Nixon in 1954 and Spiro Agnew in 1970. Purdue U (Communication).

This study examined Vice Presidents Nixon and Agnew's rhetorical behavior in the 1954 and 1970 off-year elections. Both men functioned as spokesmen for their parties in these elections, with their Presidents at least initially avoiding active campaigning. Since the Republican Party experienced relatively small losses for a party in the White House during an off-year election in both cases, the study asked whether the *complementary* rhetorical behavior of the Vice Presidents might have been influential in communicating their party's image to the public. By *complementary*, the study referred to behavior in which gaps within a definable set of images and functions were filled. The study examined whether Nixon and Agnew filled such gaps in Presidents Eisenhower and Nixon's images.

The study conducted both extrinsic and intrinsic examinations. Extrinsically, gaps in Presidential images with regard to Congress, the Republican Party, and the people were discussed. Intrinsically, five speeches by each Vice President were studied to see if gaps were filled in the areas of issues, value-orientations, and stylistic features.

It was concluded that Nixon complemented Eisenhower's non-partisan, above-campaign-politics, moderate position. Nixon's partisanship, aggressive campaign oratory, and emphasis on conservative issues allowed him to appeal to conservative Republicans who had supported Senator Taft in 1952. Agnew similarly extended Nixon Administration appeals to conservatives and laborers. However, Nixon's entry into the campaign, taking the same positions, obscured any complementary role for Agnew.

Glenn, Ethel C. Rhetorical Strategies in the 1972 Democratic Nominating Process. U of Texas (Speech Communication).

The study is a rhetorical analysis of the 1972 campaign for the Democratic nomination for the Presidency. The candidates' positions on the four chief issues, party reform and populism, the Vietnam war, busing, and the national economy, are examined. The campaign techniques of the principle contenders through several state primaries and the National Convention in Miami Beach in July, 1972, are discussed. Conclusions are drawn about the significance of issue orientation and campaigning on the nomination outcome.

Graeber, Max C. A Rhetorical Analysis of the Campaign Speaking of Mills Godwin Jr., for Governor of Virginia, 1965. Bowling Green State U (Speech).

The study of Mills Godwin's campaign for Governor of Virginia included historical and biographical matters, political considerations, and seven selected speeches representing differing audiences. Personal interviews were conducted with Godwin and his staff. Original manuscripts of speeches were secured. The speeches were analyzed according to the accepted Aristotelian priniples of logical, emotional, and ethical proof.

Godwin's reasoning is basically sound. He utilizes enthymemes and completely stated syllogisms; however, he fails to provide the necessary evidence to support his arguments.

Godwin's choice of words and composition indicate a better understanding of the issues and the audiences than the average political speaker. His style does not achieve the clarity of Franklin Roosevelt nor the beauty of Adlai Stevenson.

Godwin possesses a dynamically powerful voice that he uses to full advantage. His voice has that rare quality of making average content seem strong. He makes an excellent appearance, has above average content, and with his superior voice he must be rated very high among political speakers. He used public speaking as his primary tool to persuade the voters of Virginia.

The Governor won his contest by a plurality of 57,000 votes over his Republican opponent, Linwood Holton. His administration altered the course of government in Virginia, and he may again occupy the mansion, for he is seeking the governship in 1973.

Hollenbach, James B. The Political Speaking of Roscoe Conkling of New York. Ohio U (School of Interpersonal Communication).

The purpose of this study was to examine and describe the political speaking of Roscoe Conkling of New York, United States Congressman (1859-1862; 1865-1867) and United States Senator (1867-1881). While twenty-five Conkling speeches were analyzed the primary concern of the study was an in-depth investigation of Conkling's campaign speech "Grant and His Defamers—Deeds Against Words," delivered on July 23, 1872, at Cooper Union, New York.

All description, analysis, interpretation, and evaluation of Conkling's speaking was determined on the basis of two methodologies. External factors surrounding the speech were determined by historical methodology. Internal examination of the speeches was founded on the commonalities of classical rhetorical theory expressed by Aristotle, Cicero, and Quintilian and reinterpreted and expanded by twentieth-century rhetorical theorists.

Roscoe Conkling received minimal training in oratory. If he developed, perfected, and recorded a particular theory of rhetoric, no copy remains today. Nevertheless, examination of his speeches revealed that he clearly applied certain laws of rhetorical theory to his speech making. Within the July 23, 1872, address, as within all Conkling speeches, were signs that he used ethical, emotional, and logical proof to establish the acceptibility, if not the truth, of his assertions.

Roscoe Conkling's use of rhetorical order was consistent. His language style was correct, clear, vivid, and forceful. Conkling prepared his addresses carefully. He committed most, if not all, of his speeches to memory. His delivery was effective, in part, because of his commanding presence, graceful gesture, excellent vocal control, and forceful but deliberate speech.

Ihrie, A. Dale. U.A.W. Convention Speaking 1955-1960. Wayne State U (Speech Communication and Theatre).

Since the U.A.W. designated Wayne State University Archives as its official repository, important historical collections have been acquired continually. Found to be of interest to the student of speech are documents which reflect the significance of labor speaking as an institution of American public address.

In tracing the development of U.A.W. speaking it was found the 1955-1960 period was significant for defining policies which would determine the nature and role of the union during subsequent decades. Important challenges had to be confronted including the A.F.L.-C.I.O. merger, senatorial investigations of corruption, and concentrated political opposition emerging from Taft-Hartley and state right-to-work laws. Labor leaders, political personalities, and clergymen were instrumental in stimulating ideational growth. This study cites thirty-two addresses in terms of their expressed concerns and the strategic appeals employed to impart motivating concepts to convention delegates. Several related conference speeches are included. Use is made of both oral and written transcripts. Rhetorical approaches employed by speakers are noted, along with analytical summaries and concluding observations.

The survey indicated that a study of convention speaking provides insight into labor union perspectives regarding its leadership, political sentiments, prejudices, and current crises. To the speech student there is value in experiencing the public address of prominent Americans from varied disciplines as they speak in a working convention context rather than a contrived setting where the speech is an end in itself.

Johnson, Robert C. Kinsey, Christianity, and Sex: A Critical Study of Reaction in American Christianity to the Kinsey Reports on Human Sexual Behavior. U of Wisconsin (Communication Arts).

The two "Kinsey Reports" on human male and female sexual behavior, published in 1948 and 1953 respectively, generated a large body of comment which was indicative of Christian thought on sex and the scientific study of man. This study examines the argumentation which constituted that controversy, identifying issues of challenge Kinsey presented to the church and the rhetorical strategies Christians employed in response to those issues. Source materials include sermons, essays, symposia chapters, and books written by Christians in reaction to Kinsey.

Kinsey's challenge lay both in his facts and his interpretations. His data showed widespread sexual "misbehavior," wide diversity in sex patterns, and an extensive cultural relativism extending into American Christianity itself. Kinsey interpreted the data from a biological perspective which regarded man as a highly developed animal whose behavior reflects his mammalian background, experience with past stimuli, and social restrictions on behavior. Kinsey indicted the Christian tradition as the source of harmful sex mores, laws, and attitudes.

Christians were divided on the value of the reports and the effects of their public circulation. Several revised their Christian view of sex. At the philosophical level Christians rejected Kinsey's biological presuppositions, insisting that man is qualitatively unique among animals; man is rational, free, and morally responsible. Some theologians critiqued Kinsey's application of natural-science assumptions. The controversy thus appeared to involve a profound clash at the philosophical level and indicated that the apparent peace between contemporary behavioral science and Christianity may be less profound than it appears.

Klumpp, James F. The Rhetorical Reaction to Attica: Social Rhetoric and the Symbolic Event. U of Minnesota (Speech Communication).

This rhetorical criticism studies the rhetoric surrounding the 1971 prison revolt at New York's Attica State Prison. The study views rhetorical discourse as a rhetorical community's sharing of perspective. Through their rhetoric, communities of understanding and reaction form, celebrate their commonality, interpret the events around them, reinforce their community perspective, and justify their common action. This project focuses on Attica as a landmark event and studies the diverse rhetoric that gave Attica social meaning.

Part I explains the method, based on symbolic motive and building on the work of Burke and the symbolic interactionists. The Community's rhetoric places the landmark event within the context of the motive, giving the event meaning, influencing response to the event, and providing material for reinforcement of the motive.

Part II develops four of the fourteen motives isolated in the study. The four discussions—the rhetoric of the supporters of prison reform, the supporters of radical revolution, those who envision a broad revolutionary conspiracy, and the supporters of law and order—highlight the strategies through which the rhetoric enacts Attica to give the event meaning in terms of the motive.

Part III delineates some of the common characteristics of the four enactments studies in Part II, and summarizes the study.

Malcolm, John Philip. An Historical Investigation of, and a Visual Supplement to, the Educational Innovations of the Chautauqua Institution in the Late Nineteenth Century. Syracuse U (Speech Education), 1972.

The purpose of this study was to document some of the unique and important contributions which the Chautauqua Institution at Chautauqua, New York made to American education in the late nineteenth century.

"Chatauqua" is a word to which many meanings have been attached: a lake in western New York State; traveling tent shows; a home study course; a summer colony built around a program of religion, culture, education, and recreation.

This historical study concentrated on this last named Chautauqua—the Institution on Chautauqua Lake in Chautauqua, New York. Chautauqua will be one hundred years of age in 1974, and still fifty thousand people visit annually to hear sermons, lectures, concerts, and take advantage of its setting for recreation. Much of the program seems commonplace today, but in 1874 it was quite novel.

Chautauqua pioneered in summer schools, university extension, audio-visual techniques, and correspondence instruction. Within these efforts were a number of innovative techniques. One specific technique was the one of a half acre of ground for an outdoor relief map as supplementation to a class in Bible geography. It was called the "Park of Palestine." Its popularity aided the establishment of a permanent Chautauqua. Other techniques were illustrated lectures, simulated travels to foreign lands, animated displays, specialized museums, a children's newspaper, an innovative classroom design, and self-guided instruction. Chautauqua pioneered much of what is now called instructional technology. Chautauqua encouraged expansion of the tools of the solo speaker in front of an audience. Chautauqua stressed self-activity as a part of the instructional process.

The appendices contain two speeches given at the pioneer Chautauqua before the turn of the century; a contemporary, 1971, Chautauqua program, and a tape-slide presentation containing views of the old and present Chautauqua with recordings and recreations of speeches and statements. It is an experiment in the visual presentation of materials in a dissertation.

There is reason to believe that the past and present Chautauqua could be a model for the use of our increasing leisure time. If Chautauqua ceased to exist we would have to reinvent it.

McLeod, Marian B. A Rhetorical Study of the Published Speeches of Sir Robert Menzies on the Suez Canal Crisis in 1956. Pennsylvania State U (Speech Communication).

The purpose of the study was to examine the invention in Menzies' six published speeches on the crisis delivered between August 13, 1956 and July 8, 1957, to discover the nature of his rhetorical strategies and to determine whether he chose the best available options.

Principal conclusions from the rhetorical analyses are: Menzies customarily employed a problem-solving arrangement. A strong central theme and creative use of digressions typified his address. Menzies developed ethical proof by citing his own authority as lawyer, prime minister, international statesman; by revealing his opponent's untrustworthiness; by building ethical proof for Britain. In unreservedly praising Britain's non-consultation and intervention he distorted the impression of his sagacity.

Menzies built emotional proof by seeking to arouse feelings of national pride, moral indignation, and concern for economic well-being. In neglecting to differentiate Australia's mercantile interests from Britain's strategic, political, and economic interests he showed poor adaptation to Australians.

Menzies' argumentative strengths lay in strategies of analysis and exposition, use of legal evidence, and refutation of opposing ideas.

Weaknesses were related to his failure to assess how injurious nationalization had been to Australian trade, and to estimate the possible effects of a resort to force.

Menzies' style was clear, forceful, direct, and marked by apt use of wit and sarcasm. Strategies of antithesis, balance, parallelism, rhetorical question, and restatement were apposite.

In most cases Menzies' strategies were the best he could have chosen and were nearly always helpful to him in accomplishing his purpose. He must be judged a superior speaker.

Merritt, Floyd E. William F. Buckley, Jr.: Spokesman for Contemporary American Conservatism—A Classical-Weaverian Rhetorical Analysis. Ohio State U (Speech Communication).

The study utilized critical apparatus developed from classical rhetorical theory and the rhetorical theory of Richard M. Weaver to analyze selected rhetorical efforts of William F. Buckley, Jr. The main events, personalities, and issues from 1930-1972 were discussed to present the historical setting for the resurgence of contemporary American conservatism and to identify the major conservative-liberal issues. Buckley's background was analyzed to determine the nature and extent of five major influences on his life: home and family, education, religion, associates, and professional experience. Criteria developed from Weaver's "noble lover" concept was used to analyze Buckley's ethos; his "hierarchy of topics" was used to analyze four selected rhetorical efforts of Buckley; and the same four speeches were analyzed for Buckley's use of God, devil, and charismatic terms and for his ability to actualize.

The study revealed the following: (1) Buckley's ideology is consistent with the major influences on his life. (2) He meets the criteria enunciated for Weaver's "noble lover." (3) There is a predominant configuration of arguments in Buckley's speeches. He argued primarily from definition in its various forms. He seldom advanced causual arguments and least frequently of all utilized the argument from circumstances. (4) Buckley regularly used god terms to make America and its political, economic, and religious institutions and traditions attractive to his audience and devil terms to make any competing ideas or system repugnant. (5) Although Buckley is often hindered by his vocabulary and style in his attempts to actualize, he is sometimes very effective at arousing the emotions through actualization.

Miller, Joseph C. A Study of the Speaking of Albert Benjamin Chandler. Southern Illinois U (Speech).

Albert Benjamin "Happy" Chandler was called the last of the courthouse speakers. Governor of Kentucky twice, twice elected and once appointed to the United States Senate, and High Commissioner of major league baseball, Senator Chandler addressed the United States Senate on April 16 and May 17, 1943, concerning strategic war priorities. These speeches were the focus of this dissertation.

The critical approach of this study, tailored to the speaking of Albert Benjamin Chandler, had its base in the writings and lectures of Dr. Earl E. Bradley. Ernest Wrage's concept of rhetoric as an intellectual history of ideas was influential in the formulation of the critical method.

The critical process followed in this study was: identification of the tensions, identification of the issues involved, isolation of the speaker's propositions, and a study of the speaker's arguments.

The manner with which the speaker dealt with the tensions of the persuasive situation was used as the measure of the effectiveness of his speaking. The kind of changes which the speaker proposed and those which he opposed were taken as a measure of his assumptions and as an index to his concept of the ethics and politics of society.

Senator Chandler's speaking in the Senate in 1943 was the first occasion of legislative opposition to the Allied strategies priorities in World War II. With these speeches he drew the attention and concern of the entire free world and successfully asserted the prerogative of the United States Senate to influence foreign policy decisions.

Moore, Linda Irwin. The Rhetorical Substance and Strategies in the Dispute Between California Table Grape Vineyard Owners and the United Farm Workers Organizing Committee: 1965-1970. Kent State U (Speech).

The purpose of this study was to determine and describe the rhetorical substance and rhetorical strategies used by the United Farm Workers Organizing Committee (UFWOC) and their prime opponents, vineyard owners, in a dispute over California table grape contracts.

The methodology used consisted of defining terminology, collecting data about the dispute, and applying definitions to data collected. Material was collected through personal interviews with some participants in the dispute and through printed data gathered on a research trip to California and at several libraries.

After applying the definitions of rhetorical substance (issues around which the dispute centered) and argument (those supported statements which served as conclusions as to why issues should be accepted), the study concluded that UFWOC supported one issue in the dispute: union recognition. The issue was advanced through five arguments. The rhetorical strategies used by UFWOC included attempts to urge growers to sign contracts, persuade workers to strike, and convince consumers to boycott the purchase of grapes. Several tactics were used to accomplish these goals.

Opposition argued that UFWOC should not be recognized and supported that issue with four arguments. Union opposition engaged in counter-strategies by attempting to convince themselves not to sign contracts, persuade workers not to strike, and convince consumers not to boycott grapes.

Myers, Stacy C. **Howard H. Baker, Jr.: A Rhetoric of Leadership. Southern Illinois U (Speech).**

The purpose of this study was to discover the persuasive strategies used by Howard H. Baker, Jr. during the 1966 and 1972 campaigns for the United States Senate as shown by an examination of interviews and periodicals tracing the speaking and related activities during the campaigns.

The focus of this study was first, to determine and examine the sociopolitical tensions existing during the period of time from 1964-1966 in Tennessee; second, to enunciate the issues that were predominate in the 1964, 1966, and 1972 elections; and third, to enunciate the persuasive strategies of Howard H. Baker, Jr. in his campaign for the United States Senate in 1964, 1966, and 1972.

Baker read the tensions of the time and responded accordingly. He faced the prominent issues of the day and offered positive solutions. He achieved credibility in a state where a Republican had never been elected to a statewide office. In his first years in the senate he narrowly lost the election for minority leader of that body to a veteran senator. He is described by his colleages in the senate as "promising," "energetic," "a man with fantastic appeal and ability,' and "one of the most articulate senators serving today."

Nelson, Jeffrey Arthur. The Rhetoric of the 1896 and 1900 Republican Presidential Campaigns. U of Michigan (Speech Communication and Theatre).

It was the purpose of the study to describe and analyze the persuasive efforts employed by William McKinley and his followers in attempting to gain voter support for presidential candidate McKinley in 1896 and 1900. A comparison of the 1896 and 1900 G.O.P. campaigns was made in order to shed light on the thinking of the McKinley forces in choosing and developing particular persuasive techniques and adapting them to similar, or changed, circumstances.

Through careful consideration of the settings for the campaign rhetoric, efforts to influence news coverage, the choice of campaigners to communicate with the American voters, and close attention given to the planning and creation of campaign messages, the McKinley forces attempted to win over the American voters.

The evidence compiled suggests that the McKinley organization was a well-disciplined political group capable of putting past rhetorical experiences to good use by evaluating those experiences, then deciding whether repetition of the tactics employed in the experiences would be helpful in selling its presidential candidate to the people. Tactics believed to be successful were employed again and again in efforts to win the allegiance of the American voters. On the other hand, the Republican candidate and his forces did maintain a flexibility that allowed them to vary their tactics when a more effective persuasive technique was thought to be possible, or differing circumstances suggested a change in approach.

Potter, Larry L. The Speaking of James H. Smith: A Descriptive Analysis Through Rhetorical Perspective, Southern Illinois U (Speech).

The Speaking of James H. Smith as Executive Secretary of the Illinois State Baptist Association is readily recognized as the product of a man, his denomination, and his office. This study, after stating certain assumptions about rhetoric and public address, attempts to answer the questions: (1) What is the function of the Office of the Executive Secretary in the Illinois Baptist State Association? (2) How does Smith view his role as Executive Secretary and what are the rhetorical implications of his view? (3) What are Smith's private and/or public responses to selected contemporary issues? (4) What does an examination of selected articles and speeches by Smith reveal in terms of themes, propositions, and arguments, the latter two elements having to do with what he asks men to do and how he attempts to effect persuasion? (5) What are some major effects of his speaking and what contributed to his effectiveness? (6) What does this study reveal, as rhetorical assessment, about Smith's ethical assumptions, about his view of man, and about how he attempts to adapt to the circumstances of a given speech situation?

While the six chapters of the study deal with these questions by way of introduction, development, and specific conclusions, chapter four discusses Smith's approach to preparation and delivery, his preaching and Bible teaching, and also describes his position and discusses his concepts as reflected in his administrative spokesmanship and selected issues.

Purnell, Sandra E. Rhetorical Theory, Social Values, and Social Change: An Approach to Rhetorical Analysis of Social Movements With Case Studies on the New Deal and the New Left. U of Minnesota (Speech Communication).

This thesis defines the rhetorical structure of social change through analysis of the value premises employed in characteristic rhetoric and through application of Burkean concepts including acceptance, rejection, causistic stretching, and identification. Social movement is viewed as a public drama, or an extended rhetorical transaction between competing systems of order and a mass audience. In this system, rhetorical analysis becomes the discovery and interpretation of the implied value premises which support the old order and the competing value premises associated with various movement groups. The critic attempts to explain the processes by which the old values are gradually replaced by the new. Rhetoric becomes the study of subconscious or semiconscious forces that are adapted, applied, molded, shared, and warred over by the old order and rising counterforces.

Enthymeme analysis was adapted to the study of movements through two processes: viewing the enthymeme's "missing premise" as a value or postulate held by the audience which made the message both coherent and persuasive, and establishing a method for selecting "key statements" to be subjected to enthymeme analysis. The key statements of the old order were sought in ceremonial or ritualistic messages directed to believers while the dissidents' key statements were sought in constitutions or founding statements, dramatic confrontations, agitational literature, and other "representative anecdotes" as well as ceremonial rhetoric.

The bulk of the dissertation was a case-study analysis of two periods of social upheaval in recent American history: the 1930's and the 1960's.

Ratcliffe, Ivan E. Mark Hatfield, A Good Man Speaking Well. Southern Illinois U (Speech).

The purpose of this dissertation was to describe, analyze, and evaluate the rhetorical effectiveness of Senator Mark Hatfield in the senatorial campaign of 1966 and in his actions and public speaking through June, 1970, by testing his position on the issues and his political actions in terms of the "Good-Man" theory of rhetoric.

An historical resume of the "Good-Man" theory provides historical perspective. The study includes an examination of "Good-Man" in American society today as found in speech texts and from a review of speech criticism as it concerns the political leader in American society. A biographical analysis of Mark Hatfield presents selected data to determine why this politician maintained his particular position on the issues involved. An examination is made of selected speeches from 1964 to 1970 which include pre- and post-senatorial election campaign speeches to define the rhetorical situation.

The speaker's ethics were revealed by the issues he supported. The things which he asked men to do were viewed in light of the principles of the "Good-Man" theory of rhetoric. As a professional politician, Senator Hatfield accepted the responsibility of being a "Good-Man" in keeping with Quintilian's teaching. He also followed the precepts of a person "speaking well." The "Good--Man" standard for evaluating an orator was acceptable in classical times. This study revealed that it is just as applicable today. Where there is free interchange, the "Good-Man speaking well" is just as important to the well-being of society today as he was in classical Rome or Greece.

Rudolph, Harriet J. A Rhetorical Analysis of Robert F. Kennedy's University Addresses in South Africa, June, 1966. Ohio State U (Speech Communication).

The purpose of this study was to evaluate rhetorically the epideictic speaking of Senator Robert F. Kennedy in South Africa in June of 1966. During his brief visit to that country he delivered addresses to four universities, Cape

Town University on the evening of June 6th; Stellenbosch University at noon of June 7th; Natal University at Durban the evening of June 7th; and Witwatersrand University at Johannesburg the evening of June 8th. Analysis of those four speeches as a means of evaluating Kennedy's rhetorical performance on this occasion constituted the design of this study.

Since Kennedy's rhetorical transactions in South Africa conformed to the epideictic genre of discourse, this study utilizes the methodology recommended by Chaim Perelman and L. Olbrects-Tyteca in their volume *The New Rhetoric: A Treatise on Argumentation.* Lloyd Bitzer's "constraints" which impose limitations upon the speaker's effectiveness in achieving his goals were also used in this analysis to measure Kennedy's efficacy in speaking.

The major findings of this study were: (1) Kennedy spoke responsibly in South Africa. His listeners perceived him to be a man of good moral character, sound judgment, and goodwill. (2) Kennedy's epideictic speaking in South Africa was a demonstration of rhetoric as process. This tour constituted only one segment of a long-range campaign to gain acceptance of his value hierarchy. (3) The Perelman-Tyteca model provides the critic with an effective instrument for measuring the efficacy of epideictic oratory.

Semlak, William Daniel. A Rhetorical Analysis of George S. McGovern's Campaign for the 1972 Democratic Presidential Nomination. U of Minnesota (Speech Communication).

This study focuses on the rhetorical efforts involved in McGovern's attempt to gain the nomination. It explores the symbolic behavior generated by McGovern and his opponents as reported in the public media. The study describes the rhetorical behavior generated by various sources, interprets its significance, and makes an evaluation.

The analysis relies on a fantasy-rhetorical vision methodology and on the Binder five-stage model of political development.

The conclusion was that the McGovern campaign underwent three stages of political development. Each stage created a unique rhetorical problem and offered a clearly observable rhetorical strategy that emerged from McGovern's New Populist rhetorical vision. The identity stage lasted from McGovern's announcement of candidacy through the Wisconsin primary. During that period the McGovern rhetoric portrayed a man of principle who stood above normal politicians. The legitimacy stage lasted from Wisconsin to the California primary. During that period the McGovern rhetoric portrayed a legitimate spokesman for the New Politics who stood for real, profound change as manifested in his positions on welfare reform and defense spending. The participation stage occurred from California through the national convention. McGovern was featured as the product of grass roots support which reflected a new political center.

A fourth stage, penetration, emerged in McGovern's acceptance speech. It foreshadowed an emerging rhetorical strategy designed to reunite Democrats under the "come home, America" theme, which had potential to bridge some of the rhetorical problems created during stages two and three, and maintain McGovern's integrity espoused in stage one.

Shields, Evelyn. A Rhetorical Analysis of the Anglo-Irish Treaty Issue in the Irish General Election Campaign of 1922 in the Twenty-six Counties. U of Michigan (Speech Communication and Theatre).

This study examined the rhetoric used by the two major Irish political parties, the pro-Treaty party and the Republican party, in order to describe and analyze the particular pattern of interaction which existed and to evaluate the probable effect of these utterances on the outcome of the controversy.

Speeches given by the political orators and other source material which aided in the historical reconstruction and analysis of the controversy were studied. From this investigation an attempt was made to describe and evaluate the particular pattern of rhetoric which existed.

The principal conclusions reached in the study were: (1) The rhetorical efforts of the speakers fit into a two-pronged pattern in that the Republican and Treaty wings of self-determination pursued somewhat different courses; yet these courses had in common the same end and shared certain methods and ideas. (2) The extremist image of the Republican speakers operated negatively upon their ethos and limited their possibilities for effectiveness. (3) The goals of the Treaty orators had a greater likelihood of success. Their methods and ideas demonstrated an awareness of the values and ideas of the audiences more so than that of the Republican speakers and seemed more adapted to the rhetorical possibilities of the time. (4) The Irish case demonstrated the rhetorical problems faced by political spokesmen who are mutually incompatible on the issue of political self-determination. The likelihood is that the more conservative wing will triumph because the majority of the populace are inclined to settle for immediate solutions, however limited.

Sproule, James Michael. The Case for a Wider War: A Study of the Administration Rationale for Commitment to Vietnam, 1964-1967. Ohio State U (Speech Communication).

In focusing on the administration rationale for commitment to Vietnam 1964-1967, several questions served to direct the research: (1) What were the arguments justifying U.S. involvement? (2) What assumptions and beliefs underlay the case for commitment to Vietnam? (3) To what extent was Vietnam policy defense related to the rhetoric of the cold war? (4) What judgments may be made about the fairness and accuracy of the administration argumentation?

Results of analysis of foreign policy documents, individual memoirs, and an interview with Dean Rusk established that the experiences of World War II and the cold war converged to create a pattern of shared beliefs based on the "lessons of the past." Johnson Administration defense of Vietnam policy clearly rested on the inventory of beliefs, assumptions, and language associated with the cold war. Acting as advocates for a particular interpretation of the Vietnam conflict, the policy makers drew their defense of policy from analogies based on the cold war political and rhetorical tradition. Arguing from a right-versus-wrong stance, the administration reacted negatively to criticism and disparaged both the arguments and motives of detractors. In taking such an absolutist position, the administration alienated segments of the educated public, thus helping to produce a campaign of war opposition.

Stanton, Donal Junior. A Rhetorical Evaluation of Thomas Hart Benton's Slavery Speeches, 1844-1858. Ohio State U (Speech Communication), 1972.

The purpose of this study was to examine the rhetorical concepts and practice of Senator Thomas Hart Benton of Missouri as revealed by a study of his speeches on the slavery issue between 1844 and 1858.

The rationale and methodology of this study are essentially neoclassical in nature. The research questions are derived largely from traditional approaches to the three modes of proof: ethos, pathos, and logos and the five classical canons of rhetoric: invention, disposition, memory, style, and delivery. Answers to research questions relating to the slavery speeches are derived from the nature, composition, content, effectiveness, and interplay of these eight rhetorical factors as revealed by an examination of the speech texts and accounts and assessments of these speeches provided by Benton's contemporaries.

Between 1849 and 1858 Benton eliminated much of the condescending tone and content which characterized his earlier speeches and practiced a much more direct, personal, and conciliatory rhetoric. The slavery speeches also indicate that Benton managed to overcome some of the pedantry evident in earlier speeches on other subjects. Generally, the slavery speeches are characterized by clear organization, a style modified to accommodate differing audiences, extensive evidence in support of arguments, and extensive use of emotional and ethical appeals designed to promote harmony and save the Union.

Benton's principal liability was his overreliance upon his greatest asset, the use of a vast array of facts in support of arguments. This factor clearly weakened his style and argument. (Abstracted by Goodwin Berquist)

Starr, Douglas Perret, Ghostwriting in Government: A Lexical Analysis of Matched Pairs of Speeches Ghostwritten for Florida Lieutenant Governor Tom Adams. Florida State U (Communication), 1972.

This study provided an analysis of the use of elements of style within ghostwritten speeches by two ghostwriters who worked for Tom Adams, one while he was secretary of state and another while he was lieutenant governor.

Each of the twenty ghostwritten speeches studied, matched by topic and audience, was subjected to these measures: Flesch Readability, Human Interest, and Level of Abstration; Gunning Fog Index; Gillie Level of Abstrations; Adjective-Verb Quotient; Discomfort-Relief Quotient; Tension Measure; Active-Passive Ratio; Redundancy Measure of filler words; and Self-Reference Comparison. Data were applied to the Wilcoxon (T) Matched-Pairs Signed-Ranks Test to measure difference, and to the Spearman (Rho) Rank Correlation Coefficient Test to measure relationship.

Significance resulted in thirteen per cent of the sixty lexical measures and statistical tests. The results were: (1) Except in eight very discrete lexical measures, the sixty lexical measures and statistical tests failed in totality to distinguish between the two ghostwriters. (2) It is possible that the early journalistic training of the two ghostwriters could account for the apparent similarity of style. (3) Whatever differences and relationships existed between the two ghostwriters could have existed by chance. (4) The ghostwriter does obscure the speaking style of his principal. (5) The ghostwriter does seek to influence the political attitudes and speaking style of his principal. Therefore, the rhetorical critic, instead of lamenting the presence of the ghostwriter, should include the ghostwriter in studies of public speakers who rely upon such assistance.

Trubey, Lillian P. The Public Speaking Career of Ida M. Tarbell. Florida State U (Communication), 1972.

Ida M. Tarbell was one of the first "muckrakers," but during her lifetime she was almost as widely known as a lecturer. From her papers at Allegheny College and other references, occasions of over two hundred speeches were identified. Manuscripts of twenty-eight of her speeches are available and were examined to find principal themes.

On the lecture platform she spoke of industrial subjects, the place of women in our society, and Abraham Lincoln. Before colleges, clubs, and Allegheny alumni audiences, she talked of her views on education and writing. During the war she spoke for the Women's Committee of the National Defense Council, advocating complete support for the conflict but calling for a method of eliminating war. She consistently urged a form of democratic industrialism for the country. Although she was opposed to woman suffrage, she argued that women should and could take their rightful place in modern society.

Her speeches provide examples of the skilled use of supporting material. She used all of the commonly designated forms of support, but was particularly devoted to the use of illustration and comparison. The forms of support in her speeches were identified and quantatively measured by line count. Forty-seven per cent of the content of her speeches consisted of illustrations, testimony, statistics, and comparisons. The difficulty of using present-day lists of supporting materials as a basis for content analysis of speeches is discussed in the study.

Whited, Fred E., Jr. The Rhetoric of Senator Patrick Anthony McCarran. U of Oregon (Speech).

The purpose of this study was to analyze and criticize the senatorial rhetoric of Patrick McCarran, who served as a United States Senator from 1933 to 1954.

The study concentrates on three issues: the silver issue, the Supreme Court-packing issue, the anti-communism issue. The Nevada Democrat's speechmaking on and off the Senate floor was analyzed, as well as other rhetorical forms, including: news media interviews, Senate reports, and public letters. The major collection of McCarran's papers is located at the College of Holy Names in Oakland, California.

McCarran was a leading silver advocate; he initiated and helped pass several silver price support laws. He worked with Senators Burton K. Wheeler and Joseph C. O'Mahoney to lead a successful attack on an Administration proposal that would have added six new members to the Supreme Court. McCarran's speech on the Senate floor opposing this measure was the most dramatic and widely reported of his career. Although Joseph McCarthy's name is associated with the anti-communist activities of the early 1950's it was McCarran who was responsible for the restrictive legislation of the period. It was McCarran who was the staunchest advocate for and defender of these bills on the Senate floor.

Wilcox, James R. A Quantitative Content Analysis Investigation of Selected Characteristics of Analogies in Public Address. Purdue U (Communication).

Designed to explicate empirically the construct analogy as a public address phenomenon, this study proceeded from an extensive analysis of uses of the term, defining analogy as a four-term relation: A:B: :C:D. Numerous symbolic forms, including models and metaphors, were identified as analogy relation derivatives. A range of analogy functions, including organization of classification schemes, symbolization, and hypothesis formation suggest its broader place in communciation theory than traditional concerns for rhetorical effect.

A content analysis of five groups of fifteen speeches, each group drawn randomly with replacement from the 1966-67 volume of *Vital Speeches*, yielded 1,119 analogical assertions and the following conclusions: (1) More than one-fifth of all paragraphs contained analogical assertions. (2) Four-fifths of all analogical assertions contained terms not explicitly symbolized; three-fifths had three terms explicity stated. (3) Twenty-four analogical assertions were explicitly extended beyond the four-term relation. (4) Nine-tenths of the total were cast in four relationship categories: association, action, cause-effect, and functional. (5) Half of the total were in nine subject categories: organic, machine, geographical, game, architecture, direction, journey, war, and medical. (6) Two-thirds of the total served an evaluative function; one-third rendered neutral evaluation. (7) Contingency analysis of six attribute combinations to determine attribute co-occurrence exceeding chance revealed no general association patterns.

The analysis provides a taxonomy of variables which may be useful either as independent variables for experimental research on message effects, or as criterion measures from which inferences may be drawn about individual or cultural analogy usage.

Yamabhai, Swanit. The Rhetoric of Non-Violence: A Critical Analysis of Selected Speeches by M. K. Gandhi. Ohio State U (Speech Communication).

Several contemporary rhetorical theorists were used eclectically to understand and evaluate Gandhi's speeches: the dramatistic model of Kenneth Burke, the argumentative analysis of Stephen Toulmin, the moral rhetoric of Richard Weaver, and the philosophic rhetoric of Perelman-Tyteca.

Five major speeches were thoroughly analyzed acording to the dramatistic model. In using the pentad, the act was discovered to be the controlling element. The pentadic analysis gives us a better insight into Gandhi's rejection of the doctrine that the end justifies the means.

The speeches were also analyzed by using the Toulmin model. By applying the Weaver concept of the philosophical nature of the speaker's major premise, Gandhi's philosophical position could be discernible from his warrants and his backings.

Both dramatistic and argumentative analyses demonstrated that the philosophy which dominated within the speeches was realism. A further examination was made in terms of the universal audience. A number of messages extracted from Gandhi's speeches clearly illustrate the kind of universal appeal he developed for an universal audience. This study reveals that contemporary Western rhetoric can be used efficiently by the critic even though the subject of his study is indigeneous to a culture vastly different from that of the West.

Zimmerman, Gordon I. A Comparative Rhetorical Analysis of the Nevada Constitutional Convention of 1864. U of Minnesota (Speech Communication).

The purpose of this study was to apply, compare, and evaluate three approaches to rhetorical criticism as they were used to criticize the Nevada Constitutional Debates of 1864. A secondary objective was to formulate conclusions about the frontier society in which the Debates occurred.

After an historical summary about the Nevada mining frontier, the writer employed the first critical method, a focus on argumentation. Generally accepted standards of "effective argumentation" were applied to key debates. This method revealed that the convention argumentation was generally substandard with poor development, support, extension, and clash.

The second method involved analysis of group fantasizing. The critic identified the situations when delegates described events in dramatic terms. These scenarios revealed the speakers' values, attitudes, strategies, and world views. The length and fervor of dramatic development suggests that the fantasies were highly meaningful expressions of a group "reality."

The third method was an inductive attempt to determine persistent themes and speaking styles. The critic read the entire convention transcript, arranged salient features, phrases, and themes into categories, and then structured the categories into more meaningful order. The conclusion drawn was that persons assumed to be frontier delegates displayed characteristics of a literate, genteel, and eastern American culture.

The writer compared the methods, concluding that extended, multi-speaker discourse is especially amendable to analysis by a combination of critical approaches. Additionally, since the methods revealed important characteristics of frontier society, historians may justifiably view rhetorical events as legitimate and useful primary source material.

Rhetorical and Communication Theory

Abbott, Don. Terminology and Ideology: Marxist Influences on the Rhetorical Theory of Kenneth Burke. U of Massachusetts (Speech).

The purpose of this study was to determine the ways in which the rhetorical theory of Kenneth Burke was influenced by Marxism.

In the early nineteen thirties Burke moved from a position of "aesthetic negativism" to an acceptance of an idealized form of communism. This personal political philosophy was reflected in Burke's major writings of the period: *Permanence and Change, Attitudes toward History,* and *Philosophy of Literary Form.* Burke was also involved in the Marxist Literary Movement and the Communist Party sponsored American Writers' Congress. A major part of Burke's work in this period was his attempt to integrate Marx and Freud. Two major concepts developed from this integration: "alienation" and "symbols of authority."

With the arrival of the forties Burke ceased to consider himself a communist even though he continued to draw insights from Marxism. In later works Burke examined Marxism both as a critique of capitalist rhetoric and as a theory of rhetoric. Marxist elements appear in the Burkean concepts of mystification, courtship, hierarchy, and dialectic.

Adams, W. Clifton. An Experimental Investigation of Individual Postdecisional Information-Seeking Behavior Within a Sequential Set of Choices. Florida State U (Communication).

This study reviewed the published experimental research generated by cognitive-dissonance and sequential-decision theories. Thirteen conclusions were drawn from these lines of research. Based on two conclusions, an experiment was conducted to determine the effects of importance and difficulty on postdecisional information seeking. In addition, it manipulated the feedback to the subjects.

Eighty subjects were assigned at random to one of four groups; each group represented contrasting conditions of importance and certainty. Difficulty was represented as a random replication.

Five measures of information were analyzed: the amount which the individual sought, the difference between the amounts favoring the chosen alternatives, the amount favoring the chosen alternative, the ratio favoring the selection to total information, and the ratio needed to produce a decisional change.

The results indicated that neither importance nor certainty had any effect on any of the dependent variables. The difficulty factor had a significant effect on all the dependent variables except the information favoring the selected alternative.

The results further support a "world series" model of the decision process. This conclusion was supported by three items: the information favoring the decision, the basis for this model, was consistent across all treatments; this variable was fairly reliable across decisions; and this model could account for all treatment effects.

The study suggests that future studies should continue to analyze individual differences in the decision process, particularly in a sequential-decision situation.

Allen, T. Harrell. An Examination of the Communicative Interaction Between the United States and The People's Republic of China from January 1969 to February 1972. Ohio State U (Speech Communication).

This study proposed to show how contemporary communication theory could be meaningfully applied to international relations analysis. Such theoretical dimensions as viewing international communication as an open system of interdependent behaviors was examined.

The study had several objectives. It sought to develop a preliminary category system for analyzing international communications with particular emphasis on signal and symbol distinctions. Secondly it focused on message interaction as the major determinant of international relationships whether friendly or hostile between nations. And finally it attempted to discover methods of how two nations which have previously been hostile (as between the U.S. and the People's Republic of China) may successfully communicate their intentions in such a way that they are credible to the other nation.

The methodology of the study was threefold. First a contemporary case study of communication between the United States and the People's Republic of China, January 1969 to February 1972 was examined. The outcome, better relations between the two, is known. The role that communication variables played in determining this outcome was explored. Secondly content analysis was used to develop a category system for the exchanged messages' meaning and effect. Finally principles of general systems theory were applied to the analysis with messages as opposed to actors (nations or government leaders) forming the components of the system. A coding scheme for the collected messages suitable to computer application was presented. Statistical significance was found for all three research hypotheses.

Baird, John W. An Analytical Field Study of "Open Communication" as Perceived by Supervisors, Subordinates, and Peers. Purdue U (Communication).

This study was designed to explore the relationship between "open communication" and selected variables in the frame of reference of supervisor-subordinate and peer-peer relationships in an organizational setting. The sample consisted of 72 employees from the service department of a medium-sized public utilities telephone company.

Hierarchical level served as an independent variable, while open communication was the major dependent variable. "Trust," "reciprocity" and "job satisfaction" also served as dependent variables. The data collected were analyzed by means of spearman rho (rank-order) correlations and a series of 2 × 2 analyses of variance.

The results of this investigation revealed that for *task/non-task* topics no statistically significant differences were found between dyad groups on actual and message-receiving dependent measures of openness. For *impersonal/personal* topics, no statistically significant results were found between dyad groups on actual potential or message-receiving measures of openness. No statistically significant results were obtained either between or within dyad groups on *positive/negative* topics. Within group differences the study showed that supervisors perceived their subordinates as more willing to *listen* on impersonal than personal topics. Also, on message-receiving openness, subordinates perceived their supervisors as more willing to *listen* on positive than on negative topics. For subordinates only a significant positive correlation was found between trust and perception of "willingness to listen." For *peers,* the *negatvie* direction of the correlations was indicative of an inverse relationship between *actual* openness and general satisfaction. For subordinates, significant positive correlations emerged between general satisfaction and "willingness to listen" on *all* the topic dimensions.

Bicker, Robert J. Granville Hicks as an American Marxist Critic. U of Illinois (Speech Communication).

This study examined the writings of Granville Hicks during the period when he was a leading American Marxist literary critic. Speeches, articles, and book reviews written by Hicks during the thirties formed the basis of this study of his rhetoric at a time when his works represented an ideologically-grounded criticism. These materials revealed that Hicks' efforts as a Marxist critic were analogous to those of a minister. Instruction, encouragement, evangelism, and defense of the faith are all found in his work during the period.

Hicks' adoption of Marxist criticism required no major shift in his critical stance. It was, instead, a narrowing of his sociological criticism to a specific political commitment. The apparent failure of capitalism in the early thirties brought Hicks to Marxism for four principal reasons: communism seemed to offer explanations and solutions regarding problems of the depression; the seeming prosperity of Soviet Russia appeared to demonstrate those solutions' feasibility; he felt that communists acted while others only criticized; and he saw communism as the most effective means of combating fascism.

His view that writers could become proletarians through an act of the will indicates that Hicks was not a pure Marxist. Instead, his criticism was an artifact of the popular front movement. His career as an American Marxist critic suggests that the school was valuable to the degree that it was sociological criticism and was a confused distortion to the degree that it was ideologically oriented.

Biddle, Sharon S. Conservative Communication: A Critical Analysis of the Rhetorical Behaviors of Edmund Burke, Conservative Exemplar. Ohio State U (Speech Communication).

The purpose of this study was to investigate the nature of rhetorical substance inhering in conservative tendencies such as those exemplified by Edmund Burke in his endeavor to communicate his philosophy. The writer's assumption regarding Burke as a conservative was derived from a distillation of sources from authors such as Leo Strauss, Alfred Cobban, Carl Cone, and Charles Parkin.

The critical method of communication research was employed from a trans-historical perspective. The writer developed a critical tool by abstracting and synthesizing theoretical concepts from Charles Morris and Karl Wallace. A system for the linguistic analysis of values emerged by considering man's value judgments as being manifested via statements reflecting explanation, justification, obligation, and deliberation.

This analysis of the substance and method of Edmund Burke's speeches and writings resulted in a fresh interpretation of Burke differing from that of writers such as John Morley, Harold Laski, Donald Bryant, and Richard Weaver, and a set of *topi* which provided a tentative model heuristically useful for the inventional analysis and evaluation of conservative communication. The topics included development of timeless reasons, associational principles, and binding obligations. Being articulated in designative, appraisive, and prescriptive statements, these topics pointed to clusters of values in Burke's conservative conception of the nature of man, the nature of society, and the nature of the ultimate good.

Browning, Larry D. Developing A Grounded Communication Theory: An Approach to Interpersonal Behavior in an Organization. Ohio State U (Speech Communication).

This research focused on the development of communication theory from data gathered through unstructured methods in a field setting. The study considers descriptively how individuals communicate interpersonally in an organizational setting and, what variables influence the ways individuals communicate.

Non-participant observation and in-depth interviewing were used as data collection methods. These methods were set in a conceptual framework of interaction theories of communication and modern system theories of organization.

The data were analyzed through an inductive process that allows one to move from concrete data to categorical and theoretical representation of the data (grounded theory). The method emphasizes generation of relationships and hypotheses rather than their confirmation.

The manuscripts produced by observation and interviewing were divided into 426 units of analysis called incidents. The incidents were analyzed by coding each one into as many emergent or existing categories as possible. Each incident reviewed was applied to existing categories to see if additional categories were necessary. This process eventually produced a set of 24 categories.

Relationships among these categories were developed by creating variable maps which revealed clusters of amplifying (direct) and counteracting (inverse) relationships. This combination of variables into more abstract patterns produced three clusters. The relationships within the clusters were reduced formally to sixteen hypotheses and had the multiple effects of confirming and questioning presently recognized findings and creating new relationships among variables in group and organizational communication.

Burhans, David Thomas, Jr. Methodological Strategies in a Field Experiment: The Effects of Message Type and Locus of Control on the Subsequent Behavior of Participants in a Behavior Modification Weight-Control Program. U of Southern California (Speech Communication).

Within the context of a three week series of lectures on the behavior modification approach to weight-control, a field experiment was conducted to determine the differential effects of two types of messages on the subsequent behavior of internal and external subjects. The dependent variables were a series of thirteen means behavioral acts (e.g., keeping a food consumption diary) which are expected to lead to the eventual end of permanent weight-control. Two hypotheses tested were: overall, internals should perform more of the behavioral acts than should externals; however, while internals should not be differentially affected by the two message types, externals should be influenced to perform more of the behavioral acts by a message emphasizing the likelihood of their achieving permanent weight-control than by a message emphasizing the desirability of achieving those consequences.

The dependent variable data consisted of both self-reported measures of all thirteen behavioral acts and direct unobtrusive observations of four of those acts. An attempt was made to construct several meaningful behavioral indicies by submitting the data to four standard attitude scaling procedures: the simple summation, Likert, factor analytic, and Guttman scaling procedures. One behavioral index was successfully constructed from the directly-observed data and seven from the self-reported data. Tests of the two hypotheses with the eight behavioral indicies indicated moderate support for the first hypothesis, but no support for the second. Methodological difficulties in this study and implications for future studies were discussed.

Chaly, Ingeborg. A Rhetorical/Jurisprudential Approach to Appellate Judicial Decision-Making. Pennsylvania State U (Speech Communication).

This study investigated appellate judicial decision-making and employed rhetorical/jurisprudential techniques in the analysis of judicial opinion rhetoric. The approach and the tools utilized in the critical process were drawn from works in traditional logic, legal history, sociological and political jurisprudence, jurimetrics and rhetoric. A rhetorical/jurisprudential methodology was developed and applied to three specific cases decided in the English House of Lords in the ninteenth century.

Throughout the inquiry focus was upon the decision-making process as a whole. All events leading to the actual deliberation in the appellate forum were considered and their influence upon the ultimate decision assessed. Analysis of this pre-decisional process made it possible to ascertain the situationally unique aspects of each case and this information when coupled with an accurate understanding of the legal as well as extra-legal parameters of the situation enabled the writer to evaluate the decisions reached in light of their potential decisional alternatives.

Clement, Stephen D. An Analytical Field Study of Selected Message and Feedback Variables in the Officer Hierarchy of the United States Army. Purdue U (Communication).

This study investigated selected variables related to "vertical communication" in the officer hierarchy of the United States Army, such as message initiation, feedback, and the effects of congruence (or incongruence) between respondent attitude and position advocated in a message to be serially transmitted. The study utilized a combination of descriptive, analytic, and experimental techniques.

Data collected in interviews were supplemented by rating scales. Subjects were asked to estimate message initiation and feedback rates and to subsequently maintain an all encompassing communication log for a two day period. Multiple comparisons were then made for each contiguous matched superior-subordinate pair between perceived estimates and "actual" estimates. Selective omission (filtering effects) was experimentally analyzed through employment of a two factor design.

The research sample was composed of 101 officers varying in grades from Captains to Lt. Generals at ten Army installations situated within two major Army level headquarters. Among the conclusions drawn were: Superiors at varying organizational levels consistently over-estimated the number of new topics initiated by their subordinates. Officers at all organizational levels consistently perceived themselves to be providing more feedback to subordinates than their subordinates perceived to be the case. Feedback episodes were evaluated more positively than new message episodes. There were no differences between officers' evaluations of messages from superiors and messages from subordinates. Officers whose attitudes were congruent with the position supported in an experimental message omitted fewer topics from the original messages in serially transmitting this information than did officers whose initial attitudes were incongruent.

Connolly, Patrick Joseph. Content Analysis of the Persuasive Principles and Techniques of the Documentary Film, *Which Way, America?* U of Southern California (Speech Communication).

The purpose of this study was to describe and analyze the methods, principles, and practical procedures employed in a synthesis of a traditional form of communication—the platform address—and the film medium.

For the case study the documentary film, *Which Way, America?*, was chosen as the central item because it was judged to deal with a significant social issue, had received professional recognition as a representative television documentary, and had been screened for a mass audience. Most important the KNBC documentary attempted to synthesize the oral and filmic modes of communication by adapting a public address given by Whitney Young, Jr., to the Hughes Management Club for a wider, more heterogeneous television audience.

The primary data were obtained from the film itself by means of a check list that guided a systematic observation of the communication event, and by a tape-recorded interview with the documentarist, John Gentri, who wrote, directed, and produced the film. A description of the verbal elements contributed by the orator, the host, and others, and the verbal and nonverbal elements added by the filmmaker was followed by a critical analysis of the major persuasive techniques and devices evident in each of the six broadcast segments of the film.

Connolly, Patrick Raymond. The Perception of Personal Space and its Meaning Among Black and White Americans. U of Iowa. (Speech and Dramatic Art).

The study investigated interpersonal space among black and white Midwesterners as perceived through photographs. The stimuli consisted of four sets of photographs showing teacher-student dyads in spacings ranging from 12 to 84 inches. There were four models: white teacher (W), white student (w), black teacher (B), and black student (b). The photos depicted Ww, Bb, Wb, and Bw dyads. All subjects, 24 of each race, viewed all pictures. For each set they made three judgments, choosing the photos which represented to them: the most appropriate spacing, enough forward movement to change the interaction, and enough backward movement to change the interaction. They were asked to furnish information about the nature of the changes associated with the latter choices. They rated the personalities of the models. Finally measurement of their actual proxemic behaviors were obtained and correlated with their choices.

Main results were: (1) In all three choices blacks placed less space between interactants than whites (choices one and three were significantly different). (2) When interactants moved close enough together so that respondents thought it would make a difference in their communication, there was no general agreement on the meaning of that close distance. (3) When they moved far enough apart to make a difference the meaning communicated was negative (4) Two measures of actual proxemic behavior were taken, one of which correlated significantly with the stimulus choices. (5) There was a suggestion in the data that blacks use spatial manipulation more than whites during a conversation to punctuate various changes in content and context.

Crable, Richard E. **Rhetoric as Architectonic: Burke, Perelman, and Toulmin on Valuing and Knowing. Ohio State U (Speech Communication).**

Because traditional epistemology has been an unsatisfactory compromise of the concerns of psychologists and philosophers, the author sought a less ambiguous conceptualization of claims to know in terms of their inherent valuing judgments. Stressing the work of philosopher Chaim Perelman, critic Kenneth Burke, and epistemologist Stephen Toulmin, the author asked, first, whether valuing and knowing could be structured into an architectonic, a creative and all-embracing, system; and, second, whether such a framework would allow the insightful critique of claims to know in the humanities, the social sciences, and the physical sciences.

The author concludes that it is possible and helpful to consider claims to know in terms of their "justification" which is determined by *appraisal* (the valuing of claims; their "standards" which are determined by *selection* (the valuing of criteria); and their "frameworks" which are determined by *featuring* (the valuing of views of reality). Claims can become "standardized" (considered above question) by the *encasement* of valuing judgments of justification, standards, and views of reality in a disciplinary mold. The *revision* of these encased judgments results in the "evolution" of "knowledge."

The author uses this framework to critique Kenneth Burke's claims to know in "The Rhetoric of Hitler's 'Battle'," B. F. Skinner's claims to know in *Beyond Freedom and Dignity*, and Max Planck's claims to know in "The Unity of the Physical World-Picture." The author concludes that rhetoric conceived as architectonic allows the insightful critique of claims to know in the humanities, the social sciences, and the physical sciences.

Deetz, Stanley A. Essays on Hermeneutics and Communication Research. Ohio U (School of Interpersonal Communication).

This collection of original essays attempted to explicate implications of contemporary hermeneutical studies for research in speech communication. Three of the essays were published in communication and sociology journals as part of the dissertation requirement.

The first essay traced the history of the hermeneutic problem emphasizing how Martin Heidegger and Hans-Georg Gadamer developed hermeneutics from phenomenology and delineated the nature of interpretation and understanding.

The argument that language is constitutive and ultimately institutive of the possibilities for meaning and action is the basic theme in the second essay. In speaking an integrated world of relevant social possibilities is gathered and revealed in which individual things, feelings, and ideas appear and make sense.

The third essay examined the ground for the possibility of understanding. In contrast to views in current speech communication literature the social institutional nature of language makes intersubjectivity intrinsic to communication rather than derived from it. Meaning resides in ordinary language as a worldly hint rather than in people.

Essay four presented hermeneutics as a methodological foundation for interpretive investigations, that is, methodic studies which try to generate fuller understanding rather than explanation of human behavior. Human behavior is to be understood by explicating the objective "world" of implied human possibilities and commitments which arise with the behavior.

Structuralism, one of the many interpretive paradigms which can be considered as hermeneutic, was presented as a method and perspective for research. Structuralists study cultural activities and products in their systematic linguistics or significant dimension.

Dighe, Anita. An Analysis of Associative Meaning in an Intercultural Setting—American and Indian Students in the United States Ohio State U (Speech Communication).

The study involved the nationals of India and those of the United States. The word association technique was used to determine the differences in associative meaning between the two cultural groups.

The study involved free verbal associations obtained in continued association tasks from two cultural groups of 100 American and Indian graduate students. The Indian sample was divided into two sub-groups, those consisting of Indians who had been in the United States for 9 months or less, and those who had been in the U.S. for 18 months or more. By this means an attempt was made to determine the effect of acculturation on the perceptions of the Indian students.

Further some basic American values as perceived by the American and Indian students were studied and compared with non-value stimulus terms. The thesis was that even though values are of a rather universal nature, they would evoke culturally oriented responses from the American and the Indian students. It was also hypothesized that as values formed the core of human personality, they would be less susceptible to change than the non-value terms.

The word association technique yielded responses that showed cultural differences between the two groups. The variety of responses provided a "cognitive map" for the three groups. The procedure showed the dimensions required for an adequate understanding of a word or a concept. The hypotheses concerning the acculturation process and its effects were partially borne out. The results did not show significant differences between pairs of groups but were in the direction predicted. As hypothesized, group two had significantly lower Type-Token ratios (i.e., more response homogeneity) than group one. The hypotheses concerning the value terms were not always borne out. Only in a few instances did value terms seem more resistant to the acculturation process.

Galloway, Lawrence A. Implications for Rhetorical Invention from the Writings of John Dewey. U of Washington (Speech).

The purpose of this study was to analyze selected works of John Dewey to determine what relevance his ideas have for rhetorical theory.

The study was begun by gathering all comments from Dewey's books and articles that might prove relevant to rhetoric. Three clusters of ideas whose relevance to rhetoric have not been previously explored appeared: motive, self, and symbolic action. Careful scrutiny of these clusters showed that they contributed directly to the concept of rhetorical invention and that their implications made possible a widening of the concept.

Conclusions were that Dewey's views on symbolic action, self, and motive offer valuable bases for speculation about one part of the rhetorical process of invention. Whereas his ideas do not contribute to that part of rhetorical invention concerned with assembling proofs for various types of speeches, they do contribute to the speaker's orientation toward himself and toward the symbolic process involved in communication.

Dewey's treatment of presentational symbols introduces a form of symbolism not usually discussed in traditional rhetorical theory. In his comprehensive treatment of the consummatory phase of human response, Dewey helps to explain both the role and the functioning of symbols in the process of invention and the attendant personal satisfaction generated by that process. Thus his symbolic perspective forms a foundation for an expanded definition of rhetorical invention, one leading toward a more complete understanding of the process.

Gonzalez, Iris G. Juan Luis Vives: His Contributions to Rhetoric and Communication in the Sixteenth Century with an English Translation of *De Consultatione*. Indiana U (Speech), 1972.

Juan Luis Vives (1492-1540) has been distinguished as a philosopher, educator, humanist, and psychologist. Yet his contributions to rhetoric, language, and communication have been neglected.

This study presents Vives' contributions to rhetorical theory and his advice on the arts of discourse. A modern English translation of *De Consultatione*, Vives' rhetorical treatise on deliberative speaking, is provided.

In the introduction the entire study is discussed, its relevance is explained, and a survey of Vivesian bibliographical material is provided. One chapter is devoted to a biographical account. The study includes a detailed discussion of Vives' eight rhetorical works. Furthermore, excerpts from his other works on education which have some rhetorical implications are presented.

The final chapter synthesizes the Vivesian corpus and supports the conclusion that he was a major contributor to rhetorical theory and the practice of communication. Vives was the first Spaniard of the sixteenth century to articulate complaints about the corruption of the liberal arts, and he attempted to rescue them. Concerned with the neglected and declining state of rhetoric, he dared to reform its study and teaching. Vives set aside the traditional emphasis on logic and grammar and proposed a student-centered practical approach to the study of rhetoric. He favored a plain style and argued for speech adapted to the speaker, subject, audience, place, time, and occasion. Vives' apparent influence upon other writers projected his theories through the early eighteenth century.

Hamilton, Larry E. Development of Higher Mental Functions. U of Denver (Speech Communication).

The purpose of this study was to explore literature relating to the development of higher mental functions through speech communication. The study examined higher mental functions, speech acquisition, verbal mediation, and concept formation. A strategy was employed to develop a plausible theory of speech communication and the development of higher mental functions.

The conclusions of the study were: (1) Many of the reported studies need to be replicated. (2) More naturalistic research should be conducted. (3) There is a need for creative research which crosses over the cultural boundaries of specific research interests. (4) Research in short term memory and verbal mediation should consider more of the innate and environmental processes of the child. (5) There should be more research devoted to determining whether a child's learning styles and information processing strategies set limits upon his or her potential mental growth.

Harper, Nancy Lea. The Role of Imagery in Edmund Burke's *Reflections on the Rvolution in France* (A Computer-Assisted Analysis). U of Iowa (Speech and Dramatic Art).

The primary focus of this study is on the function of the imagery in Burke's *Reflections*. The question which gives impetus to the study is, "What does it mean to claim, as many critics do, that in this work Burke 'reasons in metaphor,' or that he 'argues in figures'?" Thus the focus extends to include not only the function of imagery in the *Reflections*, but also the role of imagery in persuasive discourse in general.

The analysis is based upon data obtained through the use of computer programs which create tables of words and sentences, concordances and coconcordances, and tables of the collocates of selected words.

From these data, a list of image words is compiled. "Image words" are defined as words which are "literally false" in their context, which are used in rhetorical figures, or which are used for their connotative value rather than for their denotative value. These image words, 7,916 tokens, are presented with their associated location measures in an appendix. They are organized into fifty-nine conceptual categories. The analysis of these categories reveals the existence of implicit analogical structures, which are the major arguments of the work.

The conclusion of the study is that Burke's primary mode of argument in the *Reflections* is argument from analogy. The function of the imagery is to serve as premises for and extensions of the conclusions of Burke's arguments.

Because of the novel methodology and the presentation of extensive data, the study should be of interest to scholars in linguistics, computer science, and literature as well as to those in rhetorical studies.

Harral, Harriet B. Counter Synthesis: A Critical Tool for the Analysis of Social Movements—Theoretical and Applied Approaches. U of Colorado (Communication).

This study seeks to establish a theoretical framework to expand rhetorical criticism beyond traditional conscripts of discourse so it may be applied to the totality of a contemporary social movement. To perform such a study, the critic must utilize theoretical insights drawn from sociology, he must design new methods of analysis, and he should use criticism as a form of scientific inquiry to generate testable hypotheses.

Rhetoric in this context must be viewed as configural, perceptual, situational, behavioral, and not necessarily intentional. The critic must be aware also of sociological perspective, the stress and crystalization of dissatisfaction, patterns of revitalization, alteration of perceptual realities, the role of agitation and *esprit de corps*, and the role of ideology both within and without a movement.

The integration of these rhetorical and sociological concepts into a single construct called counter synthesis allows the rhetoric of a social movement to be defined as the communicative actions of a collectivity whose beliefs, values, and world view defy a fundamental assumption, philosophical presupposition, or ideology of a social institution or an institutionalized program or policy.

The contemporary women's liberation movement was analyzed to test the theoretical concept of counter synthesis and the critical method derived from it. The study demonstrated the usefulness of counter synthesis in rhetorical analysis of a social movement, since general predictions of surface interaction, rather than in-depth interaction, between those within and those outside a counter synthetic movement held true.

Hart, Jeffrey C. The Rhetoric of Anti-Semitism. U of Wisconsin (Communication Arts).

This dissertation is a critical study of anti-Semitic rhetoric. It focuses on Houston Stewart Chamberlain's racist polemic, the *Foundations of the Nineteenth Century*, and on American anti-Semitic literature of the 1920's and 1930's. The point of the study is to reconstruct, through "sympathetic" reading of the documents, the "philosophy" of anti-Semitism which both lies behind and organizes the assertions found in anti-Semitic literature.

In Chapter one, which focuses on Chamberlain's book, the author analyzes the anti-Semitic theology. This theology, constituted primarily by a distorted reading of the Old Testament Covenant concept, represents a one-sided understanding of Judaism that is attributed to the Jews by Chamberlain.

In Chapter two, through the critical examination of American anti-Semitic literature, the author discusses the implications that the anti-Semitic theology has for the anti-Semite's understanding of the Jews. If the theology determines the details of the day-to-day existence of the Jews, then it must have a profound impact on the Jews as human beings.

In Chapter three the author discusses the idea of the Jewish conspiracy. If we consider the deduced character of the Jew from the standpoint of the anti-Semitic observer, the notion of the Jewish conspiracy becomes intelligible.

Chapter four considers the problem of the basic foundation underlying the anti-Semitic position. This chapter argues that the anti-Semitic theology, attributed to the Jews, represents the perfect negation of a "true" Christian theology grounded in the teachings of the Jesus of the King James version of the New Testament.

Hensley, Wayne E. The Effect of Sex of the Message Sources and Sex of the Receiver on Inoculation to Persuasion. Kent State U (Speech).

The literature of persuasion suggests that males and females are not equally persuasible, the female being the more susceptible. However, research fails to reveal any sex differences for inoculation to persuasion. In addition, message sources for inoculation studies have been attributed to various sources but never presented exclusively by different voices of male and female speakers. This study investigated, in a 2 × 2 × 4 analysis of variance format, the main effects of: inoculation, receiver sex, and the four combinations of forewarning and attacking messages delivered by male and female speakers.

Pre-testing revealed that two of the original four health care topics, penicillin and tooth care, were still endorsed by todays' college students. Classes were randomly selected from the introductory speech courses at Kent State University and several surrounding institutions. Each class was randomly assigned to hear a tape recording representing one of the conditions of the study.

All effects, save that of inoculation, apparently depended on idiosyncratic responses toward the specific message heard. This topic-specific quality, heretofore unknown, led to the speculation that more perceptually based variables might be appropriate for future investigations. Those specifically mentioned were: topic salience, amount and type of prior topic information, and credibility.

The specific findings of this study confirm other studies in that the psychological process of inoculation to persuasion is powerful enough to operate across two different topics for the same set of listeners. The study also suggests that other factors associated with inoculation, i. e. sex of the listeners and speaker sex combinations, appear to be topic-specific.

Hickman, Harold R. A Systematized Theory and Procedure for the Production of Multi-Channel Communication Messages. Brigham Young U (Speech and Dramatic Arts), 1971.

A producer of multi-channel filmic presentations has much grounded theory with which to work in the production of such information packages, but he has little structured format which he can follow. This study provides a systematized procedure based upon ancient rhetorical concepts, current rhetorical thinking, and concepts of communication theory. The structure is based upon the classic rhetorical concepts of oratorical development: invention, arrangement, style, and delivery. To this procedure is added concepts of modern communication theory including dissonance, noise, entropy, and cross-channel interference.

Since most multi-channel filmic presentations (motion picture films, and television videotapes for example) are produced for the purpose of persuading the intended audience, this study provides a procedure which is intended to improve the effectiveness of multi-channel filmic presentations. Effectiveness here means the movement of attitude of the audience in the direction which the producer intends.

Jensen, Jon K. Experimental Investigation of the Effects of Speech Anxiety on the Perception of Audience Feedback. U of Iowa (Speech and Dramatic Art).

Subjects with high or low pretest anxiety scores delivered persuasive speeches to either a positive or negative audience. A room chairman in each audience condition observed the speakers and the audience, tabulated speaker eye contact, and evaluated the success of the audience in fulfilling its prescribed response role. Following each speech, the speaker was asked to complete a fifteen item feedback questionnaire with which he evaluated his audience.

Hypotheses for the experiment were generated from selective attention, selective perception, and general systems theory paradigms. The two selective attention hypotheses predicted an interaction between anxiety and the speakers' attention to audience feedback; these hypotheses were not confirmed. The failure to support these hypotheses was explained in terms of the unique application of selective attention which was required to adapt the concept to the study of audience feedback. Two hypotheses generated from a selective perception paradign predicted that speakers who received feedback which was inconsistent with their perceptual sets would selectively perceive that feedback as more consistent with their perceptual sets. These hypotheses were confirmed and implications of these results were discussed. The hypothesis generated from a general systems theory paradigm predicted an interaction between anxiety and the speakers' evaluations of the audience; this hypothesis was not supported. The failure to confirm this hypothesis was attributed to the selection of variables used to operationalize the paradigm. The results of the study suggest that selective perception is an important variable affecting the speech communication process.

Keezer, Philip W. Temporal and Valuational Dimensions of the Image of Man Held by Campus Religious and Parareligious Leaders. Ohio State U (Speech Communication).

The purpose of the study was to investigate the temporal and valuational dimensions of the images of man held by leaders of university student oriented religious and parareligious groups. The study focused on three temporal levels of the image: before birth or conception, during earthly life (including the valuational dimension), and after death.

Data were gathered on a structured sample of twenty-eight group leaders via a Q-sort instrument encompassing the temporal and valuational dimensions noted above as well as via focused interviews and interview observations.

A matrix was derived correlating each person's pattern of sorting the Q-sample with the sorting of each other person. Linkage analysis of these data revealed three types or clusters of images and image holders: the Universal Multi-Value, the Reincarnationist Seeker of Understanding, and the Moderately Conservative Christian.

A number of image-related factors were explored. RSU persons were found to be less frequently involved with political activity and group membership outside their religious or parareligious organization than UMV and MCC image holders. RSU persons were also less exposed to mass media. Books were named most often by all three image types as the medium which most influenced their images. More than half of all three types said they had had something "that might be called a mystical experience."

King, Corwin P. A Theoretical View of the Function of Memory in Oral Communication. Pennsylvania State U (Speech Communication).

The purpose of this study was to survey and analyze various psychological conceptions of human memory in an effort to answer the question: What is the function of memory as an underlying psychological process in human communicative behavior?

Through a critical review of selected materials—historical, clinical, and experimental—a list of ten propositions of memory was first generated which sought to identify some of the common recurrent "themes" in the study of memory's function. These propositions were then applied to the function of memory in communication, beginning with the premise that as a component of human information processing memory serves at least three broad purposes for a communicator: (1) It acts as a repository for the experiences, concepts, and words which are the "raw materials" of speech invention. (2) It acts as a setting for linking experiences and concepts with words to generate and transmit a message. (3) It acts as a vehicle for interpreting and evaluating messages, and for determining how one should respond to them.

To explain *how* memory serves these purposes, a functional "model" of memory in communication was proposed consisting of four overlapping elements: (1) *Inputs*, representing the acquisition of stimuli (or feedback). (2) A *dispositional filter*, representing the mechanism of attention. (3) A limited *primary memory* store. (4) A larger *secondary memory* store. Implications of these elements for the behavior of both speakers and listeners were discussed, and consideration was given to how a communicator's use of memory might be improved through certain organizational and coding procedures for information.

Kneupper, Charles W. Rhetoric as Reality Construction. Bowling Green State U (Speech).

This study develops a "new" philosophy of rhetoric. It is premised on an examination of classical rhetorical theory and contemporary rhetorical theory. It is based on a dynamic view of language function. Ultimately it rests on the symbol creating and symbol using capacities of the human mind.

This study surveys the history of the classical rhetorical tradition and the direction of contemporary rhetorical theory. It investigates the relationship between language and thought, perception, and action. It views rhetoric as the process through which reality constructs are formed and shared. Social reality is a product of this rhetorical process. Social reality is a human creation. Rhetoric is the process through which it is created, maintained or transformed.

Krill, Mary Alice. Relationships Between Parent-child Interaction Patterns and Preschool Children's Level of Private Speech and Syntactic Understanding. U. of Denver (Speech Communication).

The purpose of the study was to examine the relationships between styles of parent-child verbal interaction and the linquistic structures and type of overt private speech (speech for one's self) used by preschool children.

A sample of 67 preschool children, average age 5 years 2 months, was gathered from preschools drawing from upper and lower socioeconomic areas of Denver. The mothers of the children were rated on specificity in verbal interaction with their children during a structured teaching task. On the basis of their scores, mothers were assigned to elaborated and restricted language code groups.

The verbal responses of each child of the two mother groups to questions relating to story-book pictures were audio-taped and compared for linguistic complexity and developmental level of private speech.

It was hypothesized that children of elaborated code-users would exhibit more linguistic complexity and display more instances of inward-directed (higher developmental level) private speech than children of restricted code-users. Linguistic descriptions of utterances were based on Chomsky's tripartite model and developmental level of private-speech was coded according to Kohlberg, Yaeger, and Hjertholm.

Children of elaborated code-users used significantly (at .005 level) more generalized transformations and significantly (.0005 level) fewer forms restricted to a child's grammar. Their speech was also characterized by a significantly (.0005 level) greater amount of inward- directed private speech. The findings support the theory that the socialization practices of parents influence the linguistic and cognitive development of their children.

Levaco, Ronald Robert. A Selection, Translation, and Annotation of the Works of Lev Kuleshov. Southern Illinois U (Speech).

Lev Kuleshov (1899-1970), noted Soviet director and professor at the All-Union State Institute of Cinematography, was the first aesthetic theorist of the cinema. Deriving his conclusions from analyses of American films, Kuleshov conducted experiments in film acting and editing to proclaim the essence of film was montage, the alteration of moving images over time, called shots. During the twenties, Kuleshov created seminal experiments in montage which gave edited sequences of shots aggregate meanings the individual shots did not possess. Kuleshov's experiments provoked conclusions that montage overrode content.

Influenced by the Russian formalist movement in literature and linguistics, Kuleshov's structuralist theories led him to use actors' bodies, objects, indeed, the shots themselves as *signs*. By the early thirties, however, Stalinist factions censured Kuleshov for formalism, amidst growing controversies over the function of art in Soviet society, which resulted from the impostion of socialist realism. Influenced by futurism, semiotics, and reflexology, Kuleshov's emphasis on stylized actor movement and laconic compositions was officially proscribed in 1932; and Kuleshov spent the remainder of his life training new directors. The conflict over formalism belied a general rejection of artistic abstraction, which, though its traces lay with Lenin, were the responsibility of retrograde Stalinist concepts of realism in art.

Kuleshov's montage relied on metonymy rather than metaphor, integrating the viewer into the film by requiring him to "complete" the reality atomized by the separate film images through "closure."

Selections and analysis of these hitherto untranslated writings into English reveal Kuleshov's advanced sensitivity to semiology and suggest that any critique of Kuleshov's films and theory, as well as Stalinist intervention into artistic experimentalism is richly approached from the standpoint of the structuralist and semiological perspectives.

Lilienthal, Nathan. An Empirical Investigation of the Influence of Dogmatism, Ego-Involvement, and Issue Position on Speech Ratings. U of Southern California (Speech Communication).

This study examined three constructs which are part of a speech rater's internal state. Subjects, classified for levels of dogmatism, ego-involvement, and issue position, viewed a videotaped speech and rated the performance on the criteria of language, organization, delivery, content, and general effectiveness.

The findings were as follows: (1) High and low dogmatic subjects holding extreme positions or maintaining high ego-involvement did not differ in their speech ratings of a belief-congruent or belief-discrepant message. (2) Highly ego-involved subjects did not give higher ratings to a belief-congruent speech than slightly ego-involved subjects. (3) Highly ego-involved subjects gave lower ratings to a belief-discrepant speech than slightly ego-involved subjects on the general effectiveness criterion. (4) Belief-congruent subjects rated the speech higher than belief-discrepant subjects on all speech criteria except delivery. (5) Highly ego-involved subjects gave higher ratings to a belief-congruent speech than slightly ego-involved subjects gave to a belief-discrepant speech. (6) Highly ego-involved subjects gave lower ratings to a belief-discrepant speech than slightly ego-involved subjects gave to a belief-congruent speech on the content and general effectiveness criteria.

This study concluded that the effect of dogmatism as an independent variable and as it interacts with issue position is nonsignificant, and that the issue position variable is substantially more influential than the ego-involvement variable in speech rating behavior. The latter tends to minimize the theoretical importance of ego-involvement on speech ratings, despite the fact that significant main and interaction effects for ego-involvement were evidenced.

Litfin, A. Duane. Theological Presuppositions and Preaching: An Evangelical Perspective. Purdue U (Communication).

This study is based upon the assumption that a theory of discourse is inevitably linked to and shaped by its philosophical and theological presuppositions. This is true of preaching no less than of secular theories of communication. Thus, in order to understand a homiletical theory, it is necessary to examine its presuppositions as well.

The purpose of this study was to study one particular theological point of view to determine how its beliefs affect its concept of preaching. The viewpoint studied is called evangelicalism, which was defined in the first chapter as orthodox protestantism.

The following relationships were discovered and explained: (1) Because evangelicals hold the Bible to be God's Word, they believe that the biblical preacher must speak as an authoritative channel of that Word to man. (2) Because they believe that God is an infinite Person active in the world, they hold that both the preacher and the audience must be emergized by Him for preaching to be effective. (3) Because evangelicals hold that man is sinful and lost without the gospel, they believe that preaching is supremely important as a means of bringing men to faith in God.

Manning, Robert N. An Historical Survey of Modern Rhetoric as Evidenced in Introductory Speech Textbooks from 1936 to 1965. Syracuse U (Speech Education), 1972.

The purpose of this study was to investigate critically the rhetoric expressed in 105 American speech textbooks designed for the introductory course in speech by describing, classifying, and evaluating each.

Each text was described with concern for philosophic perspective and the practical design of the effort to teach skills. A graphic representation of the model(s) of each text was presented.

The criticism of the text was based on six criteria: consistency, humanism, adaptability, orientation to science, participation or content in design.

The study showed that most authors of speech texts between 1935 and 1965 did not make an explicit statement of philosophic perspective and provided a pragmatic skills orientation. Many of the statements that did exist demonstrated inconsistency between either explicit or implicit statements of philosophic perspective and actual teaching content. Most authors followed classical patterns in constructing their texts, stressing Ciceronian canons and to a lesser extent the ideas of Aristotle. The influence of the discipline of psychology is evidenced in many texts.

Most books were basically humanistic. Several authors proved to be influential including Winans, Woolbert, Sarett, and Monroe. These men provided new emphases and direction.

Marston, Alan Douglas. The Effect of American Regional Dialects Upon Speaker Credibility and Perceived Personality. U of Illinois (Speech Communication).

The purpose of this experimental study was to investigate the following questions: (1) Is one American dialect perceived as possessing more favorable personality characteristics and/or more credibility than another? (2) Do people tend to prefer their own dialect? (3) How consistent are dialect preferences and inferences across different geographical regions of the United States? (4) Does the sex of the listener affect the perception of a regional dialect?

The independent variables of regional dialect, credibility inferred from the message, listener's dialect region, and the listener's sex were investigated in relation to their effect upon the dependent variables of perceived speaker credibility and personality traits. Sixteen credibility and thirty-six personality scales were selected to measure reactions to the speakers. The independent variable of source credibility was operationalized by the development of three written messages representing high, neutral, and low levels of credibility. Superimposed upon each of these messages was the independent variable of regional dialect represented by General American, Southern, and New England speech. Four male natives from each of these dialect regions tape recorded all three messages. The listener's dialect region was manipulated by conducting the experiment at northern, southern, and midwestern universities. By employing both male and female college students as subjects, the variable of listener's sex upon the perception of the stimuli was taken into consideration.

The experimental procedure entailed having twelve listener groups within each dialect region rate three speeches apiece on credibility and personality scales. The three stimulus speeches reflected varying combinations of the three levels of credibility inferred from the written message and the three dialects.

The results from the analysis of variance and the Newman-Keuls tests revealed that overall General American dialect was the most preferred, affecting thirty of the thirty-six variables used to measure personality and all three factors used to measure speaker credibility. There was no consistent preference for Southern or New England speech. The second hypothesis, which predicted that the speaker who used the same dialect as that spoken within the listening region would be perceived more favorably than he would be if he spoke any other dialect except General American, was not confirmed. The present study partially confirmed the finding that the perception of a speaker varies with the listener's dialect region. Only sixteen of the thirty-nine variables were significantly different when listening region varied. Even on these significant measures there was no significant trend in the way in which members of a listening region rated speakers. The sex of the listener had little effect upon the perception of a speaker with a regional dialect. Where a difference did occur it appeared that men tended to rate the speaker more negatively than did women.

McKee, Paul Ray. Gerrit Smith: Nineteenth Century Educator of Adults. Syracuse U (Speech Education).

This study covers one aspect of nineteenth century American diffusion of knowledge in the education of adults. The broad focus centers on the efficacy of viewing reform speakers as part of this movement. The specific focus is on one representative reformer of the period, Gerrit Smith, prominent central New York reform speaker active between 1825 and 1865. Historians have tended to view Smith as an ineffectual, idealistic reform speaker and politician. His "name" resulted from a greatly overlooked reputation as an adult educator. The claim is that Gerrit Smith was engaged in the education of adults, since the term "reformer" is used synonomously with the term "educator."

The procedure compares pertinent characteristics of Smith's speaking and writing with the culture and his auditors. Of special interest is the language used by Smith and others relating to their educative intentions. Smith's philosophy and view of education is compared with the philosophical assumptions common to nineteenth century America, which can be embraced in one statement: there was in the general will of the people an inherent wisdom.

Results suggest that Gerrit Smith was engaged in the education of adults. Smith's view of education and philosophy coincided with and reinforced contemporaneous thinking. Smith limited his speaking activity to public and controversial reform issues, a specific need in the education of adults.

Implications for further research point to other reformers of the period who might be studied as individuals or in groups with a view toward determining their roles in nineteenth century American adult education.

Perdue, Margaret Fox Roberts. The Influence of the Director on Cast and Audience Perception of the Message of a Play as Measured by Paired Comparison Scaling. Pennsylvania State U (Speech Communication).

The purpose of this research was to examine the influence of the theatrical director on cast and audience perception of the message or thematic content in a play. A play communicates a complex of emotional impression, imaginative insight, and intellectual involvement which needs to be translated into a manageable unit for research. The author chose to use the method of paired comparison scaling as outlined in Allen L. Edwards' *Techniques of Attitude Scale Construction;* in combination with an open ended essay style question concerning the most important themes perceived in the production. The paired comparison scaling utilized eight statements of theme selected by the director.

In one sense the research constitutes a study of the rhetorical effect of the production if one considers that the director is using all the available means at his disposal to bring the audience to his point of view concerning the play. In another sense the research is a study of the effectiveness of paired comparison scaling for the analysis of the perception of message as well as attitude.

The object of study was a student production of *Man of La Mancha* at the Pennsylvania State University in which the author sought to determine whether the final resulting impression of the performance could be measured for its concordance with the directorial concept or vision of the play. Audience tested perception of the thematic content of the play was found to be consistent with the director's conceptual image of the play.

Porter, Richard E. An Experimental Investigation of Audience Self-Perceptions of Message Comprehension, Measured Audience Message Comprehension, and Audience Nonverbal Feedback of Message Comprehension During Message Reception. U of Southern California (Speech Communication).

This study examined nonverbal feedback in public discourse communication in order to determine the accuracy with which sources interpret audience nonverbal behavior indicative of message comprehension. The following hypotheses were advanced: (1) Audience-perceived message comprehension differs from measured audience message comprehension. (2) Observer estimates of audience comprehension differs when made under listen only, view only, and listen and view feedback conditions. (3) The accuracy of observer estimates of audience message comprehension will increase as the amount of feedback increases, and this will occur accross both comprehension types. (4) Measures of observer accuracy based on audience-perceived message comprehension are less than such measures based on measured audience comprehension, and this will occur across the three feedback types.

One hundred twenty subjects were randomly divided into four equal sized groups of thirty. Three of these groups were required to estimate audience message comprehension under the three conditions of feedback. The fourth group served as the audience and feedback source. Comprehension estimates were rendered under listen only, view only, and listen and view feedback conditions. Measures of audience perceptions of message comprehension, and post-message measures of audience comprehension were obtained. The data were analyzed in three separate analyses. Hypothesis 1 was tested by the *t*-test, and hypothesis 2 was tested in a one-way, fixed-effects analysis of variance. Hypotheses 3 and 4 were tested simultaneously in a 2×3 randomized, fixed-effects, analysis of variance.

Hypothesis 1 was confirmed, and hypotheses 2, 3, and 4 received partial confirmation. Results were discussed in terms of the literature and theoretical rationale which led to the hypotheses. Implications of the findings were presented in terms of the observed relationship between estimates of audience message comprehension and audience-perceived message comprehension and in terms of the tendency for observers to underestimate audience comprehension. Suggestions for further research were offered.

Rao, Jaganmohan L. Communication and Modernization in Indian Villages: The Influence of Status Inconsistency. Michigan State U (Communication), 1972.

The study proposed a process-view paradigm of communication and individual modernization with special reference to status inconsistency. Data for about 210 peasant respondents from the phase two research study of diffusion of innovation in India were utilized in this dissertation. Five theoretic and 36 empirical hypotheses were postulated and primarily tested by a multiple regression model with dummy variables for statuses and status inconsistencies. Empirical evidence either supported or provided directional support for two hypothesized positive relationships: between degree of status inconsistency and degree of heterophily in friendship and information-seeking interpersonal communication; and between degree of status inconsistency and selected attitudinal and behavioral dimensions of modernity. The postulated positive relationship between degree of status inconsistency and exposure to external sources of communication was not supported.

Schneider, Pamela J. Political Campaign Management Styles: A 1972 Field Study. U of Michigan (Speech Communication and Theatre).

A review of the literature in the field of political campaign management demonstrates that two campaign management styles had been previously identified: the candidate who also served as campaign manager, and the professional who is hired by the candidate to run the campaign. This study examined a sample of the 1972 incumbent Senators up for reelection to the U.S. Senate. The campaign manager for each campaign was interviewed for demographic information, organization networks, and major management problems.

The nine campaigns examined showed that the style of management was different from what the previous research demonstrated. To describe the styles, the similarities in management were culled to form three new descriptive categories. Three campaigns were described as being "good friend management" (with two of these acknowledged as having overtones of the candidate serving as manager of the campaign), three were described as "boss/subordinate" management style, and three were described as being of a "director" style of management (one of these had overtones of professional control).

Seibert David R. An Exploratory Study of Individual Differences in Modes of Signifying. U of Denver (Speech Communication).

This study addressed two objectives: to discover whether or not individuals may be differentiated on the basis of their relative preferences for employment of the three modes of signifying identified by C. W. Morris as designative, appraisive, and prescriptive; and to assess the consequences of these differences for interpersonal attraction and perceived credibility among persons possessing similar and discrepant modal encoding habits.

Subjects (N = 108) were typed according to preferences exhibited in language samples obtained in semi-structured topical interviews. Subjects were exposed to three tape-recorded messages, each emphasizing one of the three modes of signifying. Credibility and attraction ratings for each of the speakers of the taped messages were obtained from each subject.

A content analysis of the language sample data showed that individuals can be differentiated according to their relative perferences for the three modes of signifying, and yielded sample norms showing typical relative frequencies of employment of the three modes.

Analyses of variance of the attraction and credibility data failed to show these differences to be consequential in terms of social judgments. Statistically nonsignificant trends were noted as follows: The highly appraisive speaker was favored by subjects whose own encoding styles were either highly designative or highly appraisive, while the highly prescriptive subjects favored the highly prescriptive speaker.

Selvar, Drew K. Legal Thinking in Six Selected Civil Liberties Decisions of the Warren Court. Southern Illnois U (Speech).

The research interest of the study was to clarify otherwise ambiguous notions of what sort of legal information the selected civil liberties decisions contained. A research tool was designed specifically for the study and represented the development of a new tool not found in the present literature. The research tool was based on traditional ideas of the descriptive use of content analytic techniques. The purpose of the development of the research tool used in the study was to provide a device for the delineation of the legal information present in United States Supreme Court opinions.

In order to provide a focus for investigation, the following proposition was examined in the study: The legal thinking of the Warren Court majority regarding selected civil liberties decisions was nonconstructionist in nature. The proposition isolated for investigation was nonconstructionist legal thinking. The notion of nonconstructionist was derived from its opposite, constructionist. Generally speaking, the idea of constructionist was associated with the phrase "strict constructionist" referring to a justice who viewed the law as being developed through the case law process. This process established a precedent wherein a justice consulted prior decisions and cited those decisions as supporting his opinion in the case being decided. On the other hand, the justice whose legal thinking was nonconstructionist, viewed the law as being less determinative and relied on other sources of support for his opinion, such as direct references to the Constitution of the United States or perhaps data generated by social science investigation.

The study and its research tool were designed to test the accuracy/inaccuracy of the research proposition by the systematic classification of the legal information found in the selected decisions.

Sharp, Franklin E. The Effect of Three Persuasive Designs on Attitude Change in Three Types of Communicators. Syracuse U (Speech Education).

The purpose of this study was to discover if individuals with varying communicative tendencies (creative, critical, adaptively active) differ in the amount of attitude change when presented with the same message content designed in three alternative formats: directive, indirective, and nondirective.

The subject pool consisted of two hundred and sixty-six undergraduate students. During the pre-test session, subjects were administered the *Forced Choice Scale of Communicative Tendencies* and the pretest attitude measure. After being categorized as to communicative type, each subject was then randomly assigned to one of the nine experimental groups or to the control group. During the post-test session, subjects in the experimental groups were administered the post-test attitude measure immediately after exposure to one of the three audio taped messages while subjects in the control group remained with their instructor and were administered the post-test attitude measure. One hundred and eight subjects to be included in the final analysis of data were selected from the one hundred and forty-nine subjects who had completed all aspects of this experiment. Ten subjects were randomly chosen from each cell to keep the number of subjects for all experimental conditions equal; and eighteen subjects were randomly chosen from the total control group. The study consisted of a 3 × 3 factorial design with an additional control group.

A factor analysis utilizing a principal component solution and the varimax rotation of the factor matrix was performed on the pretest scores to determine which of nine semantic differential scales tended to cluster together. The factor analysis revealed two main clusters. One was labeled salience-worth and the other was labeled evaluative.

From the results of the factor analysis, similar analyses of variance resulted from the scales constituting each of the two factors. The two-way analyses revealed no significant (.05) main effects for communicative type or message design. In addition, there was only one significant interaction which may be regarded as a chance occurance. The control versus others effect was significant for all salience-worth scales but was not significant for any evaluative scales.

Since all messages, regardless of design, were *equally as effective* in changing subjects' attitudes in a positive direction, it may be concluded that attitude change may not be a function of receivers' communicative tendencies.

Shipman, James K. A Factor Analytic Investigation of Organizational Source Credibility Using First-Level Supervisors as Subject Populatons. Kent State U (Speech).

The purpose of this investigation was the development of two instruments that could be used to measure organizational source credibility (as opposed to the credibility of a personal source) as perceived by organizational employees in relationship to an organization's "task" function and to an organization's "social" function.

Source credibility instruments were administered to a total of 487 first-level supervisors from three different organizational source populations. Each instrument was constructed using sixty semantic differential scales. Eighteen factor analyses were performed (three analyses on each instrument for each organizational population) using alpha factor analysis. These analyses were "related" statistically in fifteen different combinations. The "relate" procedure suggests the degree that the factor structure of one analysis is similar to the factor structure of another.

The following conclusions were suggested: first-level supervisors do perceive their employer organization as a nonpersonal source of communication; organizational source credibility is multidimensional and it appears that there are at least two dimensions, the "competence" and the "character-goodwill" dimensions; these two dimensions appear to be in agreement with Aristotle's *ethos* differentiation between means ("good sense") and ends ("good moral character" and "goodwill"); these two dimensions appear to be similar across organizational populations; and there are two perceptual bases for the investigation of organizational source credibility, one in relationship to an organization's "task" function and one in relationship to an organization's "social" function. The above conclusions led to the recommendation of a "task" and a "social" instrument to measure organizational source credibility.

Siegel, Michael A. and Gephart, Jerry C. A Study in Persuasion: The Arab and Israeli Propaganda Campaigns in America. U of Utah (Communication), 1972.

The purpose of this study has been to analyze the messages created by Arab and Israeli propaganda strategists which have been disseminated to the American audience. Messages presented in various forms and communicated between June 11, 1967 and January 31, 1972, have been studied from the perspective of rhetorical and communication theory. Of primary concern has been the role of these messages in the propaganda campaigns directed by these international antagonists as each attempts to reach a major world power and achieve the favorable reaction of its people.

Research supports the following tentative conclusions: The campaigns do not possess as many differences as anticipated; the campaigns were not so divergent as to be the predominant factor in the consistent pro-Israeli attitude of Americans. Israeli messages, in contrast to Arab messages, were found to be more consistent with the rhetorical characteristics of the American people. Arab rhetoric appears to have been modified in recent years to conform with the cultural traits of the American people. The Arab campaign was evaluated as being ineffective for changing the attitudes of the American populace. The Israeli campaign could not be cited with confidence as being responsible for pro-Israeli support in America; cultural ties and past Jewish persecution may have had greater impact. Possibly propaganda efforts from either side have been less of a factor in changing American attitudes on the Middle East than previously thought. Additional research remains to be investigated in the area of international persuasion, specifically including Arab and Israeli propaganda efforts.

Starosta, William J. Information Acquisition Patterns in Village Sri Lanka: An Applied Structural Model of Communication and Development. Indiana U (Speech), 1972.

The study was designed to demonstrate the utility of a structural model of communication and development which was designed by the author. Specifically the fieldwork design attempted to determine whether patterns of acquisition of information varied with rural development. Data were gathered from three villages at different stages of village development and were controlled for respondent age, level of influence, and occupation, and for topic presented.

Principal findings were: Information acquisition patterns vary with development, ranging from easily detected patterns of information stratification prior to development to a greater uniformity after development. Age and occupation of the respondent seldom entered in as information variables. Topic of communication interacted with the channel of presentation.

Channel preference data remained constant over all conditions for the rural influentials, but varied among the lower in influence in the lesser developed conditions. Usage, by contrast, remained constant among the less-influential, but varied in the case of influentials.

Stewart, Roy T. An Experimental Investigation of the Relationship Between Perceived New Information and Delayed Attitude Change. U of Illinois (Speech Communication).

This study's rationale was that attitudes are initially formed by introducing information to an individual's cognitive system. Presumably attitude change could be affected by a persuasive message containing information perceived by subjects as previously unknown to them. Such a communication should indicate to subjects the inadequacy of their informational base and thereby create a stimulus for attitude change.

The study investigated the relationship between perceived newness of information in a persuasive message and immediate attitude change, delayed attitude change, and memory of message content. The relationship between attitude change and memory or message content was also investigated.

After developing scales to measure perceived newness of information, a persuasive message on the supersonic transport plane was tape recorded. One hundred and eighty-six undergraduates were pretested on attitudes, exposed to the message, given an immediate posttest, and then a delayed posttest, either one, three, or five weeks after the message. The immediate posttest measured the subjects' perceptions of the information's newness, attitudes toward the SST, and ability to recognize and recall information in the message.

Subjects perceiving the information as unfamiliar evidenced significantly more immediate attitude change than subjects perceiving the information as familiar. Over the five weeks, however, subjects evidenced significant regression toward their original pre-message attitudes. Perceived new information was not found to be significantly superior to perceived old information in effecting long term attitude change. No significant relationship was found between memory of message content and perceived newness of information or between attitude change and memory of message contents.

Thorn, Edward W. Implications for Rhetoric in the Works of Reinhold Niebuhr. Indiana U (Speech).

The purpose of the study was to discover the implications for rhetoric in the philosophy of Reinhold Niebuhr by means of a study of his works and papers.

The conclusions of the study were that Niebuhr's view of man and his concern for justice had a direct effect on the tools of persuasion that he believed could be effectively used in given situations. The strategies Niebuhr proposed varied according to whether the setting was interpersonal, public address, or negotiations between groups. They varied according to the cultural, the times, or the existential situation.

Niebuhr believed the sender of a message, whether individual or group, must keep in mind that the audience is sinful. For example he suggested in the early 1930's that the blacks as a group could not achieve their goals by discussion, but would need to employ militant confrontation.

Niebuhr warned the communicator to remember that he too is a sinner who is limited in his perspective by space and time. He believed that such an attitude could produce a humility that avoids fanaticism and keeps open the channels of communication.

Thurn, Richard W. The Rhetorical Response of T. H. Green, an Early British Idealist, to British Empiricism. U of California, Berkeley (Rhetoric).

Philosophic discourse, like other forms of communication, is essentially rhetorical. This dissertation argues that philosophic discourse is not addressed to an unqualified general audience of purely reasonable men. Rather it is and must be addressed to particularized audiences determined by prior metaphysical and methodological commitments. This is so because a particularized audience is necessary to determine what must be said, how it may be said, and where the discourse must begin. What may be said on any topic is essentially limitless without a particular audience. How it can be said depends upon the conventions of argumentation accepted by that audience.

The rationalist and positivist view that philosophic discourse can be free of rhetoric is refuted through a rhetorical analysis of J. S. Mill's "Logic Of The Moral Sciences" and T. H. Green's *Prolegomena To Ethics*. The rhetorical analysis demonstrates the function of particularized audience in determining the logical structure of the texts, the pathetic strategy of the writers, and the use of persuasion based on ethos.

The treatment of the above-mentioned texts is offered as a model of rhetorical analysis which can be applied to other philosophic works. This method is a tool useful to the critics of philosophy and the historians of culture who are concerned with discovering what a philosophic text really means and the nature of philosophic beliefs of its intended audience are.

Trank, Douglas M. A Rhetorical Analysis of the Rhetoric Emerging From the Mormon-Black Controversy. U of Utah (Communication).

The general purpose of this research has been to explore and critically analyze the public rhetoric evolving from the Mormon-black conflict. Three specific groups were delineated for this analysis: the church structure supporting and defending the present position of the church; selected individuals within the LDS church who have publicly opposed the present position of their church; and various non-Mormon sources of opposition to the Mormon church's racial position. This rhetoric was criticized and evaluated in order to describe accurately what has happened, and to clarify the relationship among these rhetorical events.

In order to generate meaningful questions in a systematic manner for the rhetorical criticism, the Burkeian dramatistic pentad was employed as both a means of analysis and criticism as well as for its organizational qualities.

The research suggests that the reaction to the Mormon position toward the Negro has been partially an outgrowth of the civil rights oriented atmosphere surrounding the 1960's. The intensity of the criticism of the church in this area will probably continue to be a reflection of the general attitude of society toward the implementation of civil rights for Negroes in all institutions.

Rhetoric has generally been ineffectual and in some cases counterproductive in resolving the Mormon-black controversy.

The church, as a rhetorical agent, has controlled the controversy rather successfully. By presenting the priesthood denial as a nonrhetorical issue, they have refused to interact rhetorically with both Mormon and non-Mormon critics on a public level.

Ullmann, W. Richard. Susceptibility to Persuasive Communication Following Change Produced by Counter-attitudinal Encoding and Decoding. U of Southern California (Speech Communication).

The present study attempted to go beyond simply assessing amounts of attitude change produced as a result of counterattitudinal encoding and decoding. This investigation was concerned with susceptibility to persuasion following initial attitude change.

Based on previous research, the following hypothesis was developed: For individuals demonstrating similar amounts of attitude change, those who engage in counterattitudinal advocacy will be more resistant to change following subsequent persuasive attack than will those individuals who passively receive a persuasive message.

The hypothesis was tested by means of a 2 × 3 analysis of variance. The results of the analysis yielded a significant main effect for the factors of type of coding and amounts of change. The interaction between the two factors was not significant. First, it was discovered that those individuals who engage in counter-attitudinal advocacy demonstrated significantly less change after the counterpropaganda attack than did those individuals who changed their initial attitudes as a result of passively receiving a discrepant message. Second, it was discovered that the different amounts of change resulting from either active or passive coding resulted in significant variations in the amount of resistance to persuasive attack. Finally, even though the interaction between the two factors was not significant, there tended to be more of an immunization effect as result of change produced by active encoding than for change produced by passive decoding.

This investigation provided preliminary evidence that change produced by active encoding confers greater resistance to subsequent persuasive attacks than change produced by passive decoding.

Watson, Sam, Jr. Michael Polanyi and the Recovery of Rhetoric. U of Iowa (English).

Michael Polanyi, a distinguished scientist, was led to philosophy by the same cultural crisis that animates current rhetorical theory. Not a rhetorician, he nonetheless is an important ally for contemporary rhetoric. His anti-positivistic epistemology of tacit inference, grounded in heuristic acts, sanctioning the personal, informal, and inexact, invites the insight that rhetoric, an heuristic discipline, has always been an art of the informal and inexact. His thought is accredited serious sanction in those philosophic frameworks which sanction the contingent. Polanyi's insights invite a reinterpretation of past rhetorical theories and of contemporary rhetoric's relationship to Romanticism.

Grounded in ideas of *ethos,* rhetoricians today insist on man as agent, responsibility, risk, commitment, community, and rhetoric's ubiquity though positivism countenances none of these ideas. Still, rhetoricians tend to embrace a positivistic epistemology.

Polanyi's espitemology of tacit inference, sanctioning the anti-positivistic ideas of contemporary rhetoricians, offers a viable and needed underpinning for contemporary rhetorical theory, and for scientific activities. Polanyi implies that only by acknowledging persuasive activities an epistemic role can we avoid relativism and defend autonomy of enquiry in all fields. Also, his epistemology lends credence to traditional associations of rhetoric and invention.

Polanyi offers extension for contemporary rhetoric. The tacit, like rhetoric, is ubiquitous in all statements. Polanyi's epistemology encompasses all fields and modes of discourse, not only those in which formal argument is most nearly evident. Polanyian scholars already provide useful analyses of kinds of discourse which rhetorical theory now has embraced but to which theorists have not yet seriously attended.

Weitzel, Allen R. Contemporary Campaign Communication: A Case Study of a Nevada State Senate Race. U of Southern California (Speech Communication).

A state legislative campaign was systematically selected for study. The case study was used to explicate a descriptive campaign model.

The candidate's campaign was examined in areas including decision making precedures, the candidate's perception of the electorate, the candidate's use of issues, and the campaign's use of media. The electorate's perception of the candidate, of issues, and voters' use of media were also examined. The perceptions of the candidate were assessed by intensive, systematic interviews. The perceptions of the electorate were measured by a questionnaire administered to voter samples at the campaign mid-point and again later.

Strategy decisions were made primarily by the candidate himself. Primary election returns were utilized in formulating media strategies. Endorsements of organized groups were actively sought and were considered important feedback signs. There was no systematic analysis of constituency profiles and no polls were commissioned. The candidate designed messages primarily for exposing his name rather than for discussing issues.

Voters' image of the candidate did ont change significantly during the campaign nor did his name recognition factor change significantly. Voters' identification with a party was not significantly associated with their image of the candidate, but his image was significantly better among voters reached by the name exposure campaign. Various media types were emphasized during the campaign, but the electorate did not consistently use them as the candidate intended.

Previous studies indicate that the theory of social judgment-involvment explains the persuasion phenomena in Presidential elections, but some other framework may more accurately describe campaigns on other electoral levels.

Woodward, Gary C. Condensations: The Rhetorical Functions of Key Words and Scenes. U of Pittsburgh (Speech and Theatre Arts).

This study develops a number of theories about the social functions of words and symbols that provide relatively homogeneous audiences with their sources of cohesion and unity. Such symbols are "condensations" insofar as they become economical representations of the ideology or belief system of the group. Condensations are more connotative than denotative, more expressive than referential, and geared more to practical rather than aesthetic goals. They may be found in speeches, advertising, or virtually any rhetorical mode.

The central theme of this paper is that condensations bind a collectivity together by "speaking" for the group and reflecting its self-image. Like-minded people use condensations that announce their perspective, just as "pig" as a symbol in the counter-culture labels an entire "outsider's" ideology about the established order.

This paper argues that the rediscovery of the importance of rhetorical style in general, and condensations in particular, may be a crucial step in arriving at the view that rhetoric can provide a useful measure of social behavior. Several theories are proposed to demonstrate the usefulness of rhetorical analysis that is oriented to locating and describing a group's condensations, among them: that rhetorical language is successful when it identifies the group's location in the society; that a culture in turmoil and disorder is more apt to create new symbols which originate from the dissatisfied; that the use of such symbols functions as a "liturgy" in what amounts to a "rite of passage" for access into the group; and that other non-verbal constitutents of the rhetorical situation may also serve as condensations.

Zavarin, Valentina. Russian Structuralism of the Nineteen Sixties: Methodological Contributions to the Study of the Narrative as Exemplified by Boris Uspensky's *A Poetics of Composition*. U of California, Berkeley (Rhetoric).

The purpose of this study was to investigate the methodology of the Russian Structuralists, to translate a representative work of Structuralist literary theory, and to subject it to critical analysis in terms of Structuralist methodology.

A translation of Brois Uspensky's *A Poetics of Composition: Structure of the Artistic Text and Typology of a Compositional Form* (Moscow, 1970) was made (to be published by the University of California Press, 1974). To investigate this work in the context of contemporary

Russian criticism, the origins and controversies surrounding the structuralist movement were surveyed, as were structuralism's links to semiotics, systems theory, and modern linguistics. Uspensky's work was seen as one outgrowth of structuralist methodology, which proceeds from the formulation of a typology to the building of a model and pays particular attention to the metalanguage of description.

The study concluded that: (1) Russian structuralism is to be distinguished from the formalism of the 1920's in its emphasis on communication between addressor and addressee. (2) In its classification of speech acts from various points of view (author, narrator, character, or persona), Uspensky's work is an application of a communication theory. (3) Uspensky's model, by which the literary work may be segmented into discrete units according to the principle of "story within a story," reflects the structuralists' affinity with semiotics and systems theory. (4) The cross-disciplinary techniques in *A Poetics of Composition* have far-reaching implications for the methodology of narrative as well as for the broad field of literary investigation.

Speech Sciences and Audiology

Berti-Bell, Fredericka. The Velopharyngeal Mechanism: An Electromyographic Study. City U of New York (Speech and Hearing Sciences).

An electromyographic study of the levator palatini, superior and middle constrictors, palatoglossus, palatopharyngeus and sternohyoid muscles of three speakers of American English was performed to determine: which muscles close and open the velopharyngeal port for speech, and how pharyngeal cavity size is changed for different vowels, and stop consonant place and voicing differences. Hooked-wire electrodes and computer processing techniques were used.

The levator palatini is the primary muscle of velopharyngeal closure for oralization for each of the subjects. Levator palatini activity is correlated with the oral cavity impedance of a speech sound. Palatopharyngeus also shows consistent oralization activity for each of the subjects, although it is strongly affected by the vowel environment. Two subjects show some constrictor muscle activity related to oral articulation.

Nasal articulation is accomplished by suppression of oral articulation.

Vowel color affects the strength of EMG signals obtained from the lateral and posterior pharyngeal wall muscles. The greatest EMG potentials accompany /α/ in cases where there is separation of the vowel EMG curves, although this pattern varies from subject to subject.

Each subject increases pharyngeal cavity volume for voiced stop consonant production, though the three subjects are different combinations of the velopharyngeal muscles.

Velar and alveolar articulations may be responsible for increase EMG potentials from the palatoglossus, middle constrictor and sternohyoid muscles when such magnitude differences occur.

Individual differences were noted in velopharyngeal function for velopharyngeal closure and pharyngeal volume changes. Their cause is uncertain but may be due to dialect variation, intersubjects anatomical variation, or idiosyncratic behavior.

Brownell, Winifred W. The Relationship of Sex, Social Class, and Verbal Planning to the Disfluencies Produced by Nonstuttering Preschool Children. State U of New York at Buffalo (Speech Communication).

The purpose of this study was to examine the influence of sex, social class, and ideation level (one decision made in the verbal planning process) on the disfluency behavior of nonstuttering preschool children.

Forty preschool children ranging in age from 48 to 60 months were randomly selected from middle and lower class nursery schools in Buffalo, New York. The children were asked to respond to twenty photographs portraying preschool activities. Transcripts made of the children's speech were divided into 100 word segments and analyzed for the number of disfluencies per 100 words.

Disfluencies were defined as irregularities in fluency characterized by monosyllabic and polysyllabic repetition, prolongation, unfilled and filled pauses, revisions, incomplete phrases, broken words, and unfinished words. Four levels of ideation were identified: enumeration, description, interpretation, and spontaneous speech.

Disfluencies occurred frequently in the children's speech. Types characteristic of normal disruptions in speech such as interjections of sounds, hesitations, and revisions occurred more frequently than monosyllabic repetition, prolongations and broken words, which are most often associated with the identification of stuttering.

Data analysis indicated that characteristics of sex, social class and ideation level were related to the occurrence of disfluency. Middle class males produced significantly more disfluencies than middle class females. Middle class children produced significantly more hesitations than lower class children. Spontaneous speech was characterized by greater fluency than other levels. Most disfluencies occured during description. The occurrence of all disfluencies appeared to be related to the psycholinguistic phenomena of groping and self-monitoring behavior.

Canfield, Kenneth L. Relationships Among Functional Articulation Disorders, Visual Perception, and Auditory Discrimination in Elementary School Age Boys. State U of New York at Buffalo (Speech Communication).

The purpose was to investigate the possibility of significant positive relationships among functional articulation disorders, visual perception, and auditory discrimination and to determine if significant differences existed between boys with functional articulation disorders and normal speakers in visual perception and auditory discrimination.

Research was traced in the areas of auditory discrimination and speech, visual perception and reading, perception and neurologically disordered speech, and the assumptions concerning the relationship between speech articulation and visual perception.

All subjects were public school boys, examined with the Goldman-Fristoe Test of Articulation, Goldsman-Fristoe-Woodcock Test of Auditory Discrimination, and Marianne Frostig Developmental Test of Visual Perception.

Statistical Analyses were performed via the Pearson Product-Moment Correlation Coefficient, Fisher's Z transform test for correlation, multiple correlation analysis, and the *t*-test for difference between uncorrelated means in two samples of equal size.

The findings were: no significant positive correlation was found between visual perception and functional articulation disorders, between auditory discrimination and functional articulation disorders, or among visual perception, auditory discrimination and functional articulation disorders. A significant positive relationship was found between visual perception and auditory discrimination. The functional articulation disorder group demonstrated significantly lower visual perceptual ability than the normal group in three of five subtests and in total visual perceptual raw scores. The functional articulation disorder group did not demonstrate significantly lower auditory discrimination ability in quiet or noise subtests, than the normal group.

Ciliax, Donald R. Lipreading Performance as Affected by Continuous Auditory Distractions. Michigan State U (Audio and Speech Sciences).

The major objectives of this investigation were to ascertain the effects of different environments on individuals being trained in the lipreading process and to determine whether these environmental conditions function as auditory distractors thereby decreasing the lipreading efficiency of trained lipreaders in a test situation.

The experimental procedure consisted of a training program and a test session. Forty college-age adults with normal hearing and vision were assigned to one of five training conditions, each condition representing a different auditory environment: (1) quiet (ambient noise, 50 dB SPL), (2) babble (90 dB SPL), (3) industrial noise (90 dB SPL), (4) traffic noise (90 dB SPL), and (5) music (90 dB SPL). Each subject was shown one of six videotapes in which a male speaker was presenting a set of spondaic words. The task of the lipreader was to watch the videotape until correctly identifying 90 per cent or more of the vocabulary stimuli. In the second phase (given within forty-eight hours after training was completed) the same set of vocabulary words was presented five times under the several environmental situations.

The results showed that female subjects lipread significantly better than male subjects in the test session, and that female participants needed significantly fewer training trials to qualify for the test session. No definite pattern of subject response emerged relative to the noise backgrounds. Further, the results from the test session demonstrate that subjects trained in various sound backgrounds will achieve comparable scores, irrespective of the environment in which they were trained.

Abstracted by Daniel S. Beasley

Cohen, Melvin S. Intersensory Processing Efficiency of Fluent Speakers and Stutterers. U of Utah (Communication).

This study was designed to assess the proficiency of stutterers at matching auditory-temporal (tapping) patterns with visual-spatial (dot) displays. A modification of the Birch and Belmont test of auditory-visual integration was administered to twenty pairs of matched stutterers and fluent speakers. Results indicated that the stutterers' performance on this particular internsensory integration task was significantly lower than that of their fluent peers. This was analogous to results obtained previously in separate auditory tests of dichotic listening and visual tests of tachistoscopic recognition.

Birch and Belmont maintain that poor performance on their test of intersensory integration may be a sensitive indicator of those specific types of cerebral dysfunction which cannot be detected by standard neurological examinations. The present results seem to support this contention and might be interpreted as inferring that the cortical organization of stutterers is somehow different from and less efficient than that of fluent speakers. Stutterers would seem to possess some type of specific neurological dysfunction which prevents or interferes with their ability to perform efficiently in receptive functions such as intersensory integration as well as in the expressive skill of fluent speech production. However, because the degree of stuttering severity was not found to be directly proportional to the level of intersensory processing ability, it would appear that neurogenic abnormalities might interact with psychogenic factors in degrees which vary from one individual to another in the actual precipitation of stuttering.

Dallmann, William C. Linguistic Performance in Children Six Through Nine. Purdue U (Audiology and Speech Sciences).

This investigation explored linguistic performance in 100 normal-speaking children between the ages of six through nine, using Developmental Sentence Scoring (DSS) as a major research instrument. DSS scores were compared to variables of age, scores of the Peabody Picture Vocabulary Test, Stanford Achievement Test, Metropolitan Readiness Test, measures of sentence length, and subjective judgments of grammatical complexity, and overall communicative effectiveness. In addition, the effect of including prepositions and adverbs in DSS was studied.

Subjects to replication, the following conclusions and observations were drawn: (1) The spontaneous linguistic performance of children, as measured by DDS, continuously improves at least up to the age of 8-11. (2) Although findings are not consistent nor conclusive, children tend to achieve higher DSS scores in a test environment than in a non-test environment. (3) The inclusion of prepositions and adverbs in the DSS scales does not appear to enhance the value of the procedure. (4) The abilities which are measured by DSS bear little relationship to abilities measured by the Peabody Picture Vocabulary Test, the Stanford Achievement Test, or the Metropolitan Readiness Test. (5) Linguistically unsophisticated judges tend to put more stress on sentence length when judging grammatical complexity than do sophisticated judges. (6) A simple word count is as effective as morpheme count or syllable count as a measure of linguistic performance of normal children.

Diggs, Charles C., Jr. Coarticulation in Dysarthric Speech: A Spectographic Study. Purdue U (Audiology and Speech Sciences).

Predictions of the effects of various sites of neural lesion on coarticulation were generated from a proposed model which sought to provide MacNeilage's (1970) constructs with neurological correlates. To restrict these broad predictions and to add power to the model, coarticulation was investigated acoustically in dysarthric speech.

Three Parkinsonian patients, three ataxics, and three controls who all possessed normal language function and adequate hearing sensitivity produced different VCV nonsense syllables after the experimenter's model of equal stress on both syllables. Subjects also uttered sentences containing VCV syllables which crossed word boundaries. These sentences were also repeated after the experimenter's model.

From acoustic recordings of these stimuli, wide band spectrograms were made with an expanded frequency scale, and second format terminal frequency, steady state frequency, and difference frequency were measured. Comparisons indicated that both regressive and progressive coarticulation were essentially absent in both nonsense syllables and sentences for all subjects, including controls. This result was attributed to the subjects' inability to produce the nonsense syllables with equal stress and to the variation inherent in sentence utterances.

Analyses of variance indicated that position and consonant factors were significant for the nonsense syllables, and types of utterance and vowels were significant for the sentences. All results were explainable on the basis of vocal tract dynamics.

In the absence of demonstration of coarticulation in the control group, conclusions about the efficacy of the proposed model cannot be made. It does appear, however, that there are more appropriate techniques for evaluating coarticulation in dysarthrics than acoustic ones. (Abstracted by Irv J. Meitus)

Duchan, Judith Felson. Three Stages in Children's Development of Language. U of Illinois (Speech and Hearing Sciences).

This study was designed as a test for a three-stage hypothesis of normal language acquisition. It was found that English speaking preschool children first learn to attach meaning to individual words, then learn that words can be meaningfully related to one another, and finally they learn that the different surface orders of the words can indicate different underlying meanings. The single word interpretation stage is called the *lexical stage*. The stage of relating meaning across words while disregarding word order is the *semantic relation stage* and the stage where the child relates surface word order to underlying meaning is the *syntactic word order stage*.

When children's performance on individual tasks and across several tasks were analyzed, the following regularities were found: children responded best to concrete nouns, worst to prepositions, and there was no difference in their response to verbs and adjectives; children from 2½ to 5¾ years imitated grammatical sentences better than anomalous sentences, and anomalous sentences better than backward sentences. The children from 1½ to 2½ years did not respond differently to the three sentence conditions; there was no significant difference between the children's comprehension of reduced and expanded utterances; action-object imperatives were relatively easy for all the children, locatives were particularly difficult for the youngest, while the oldest had special difficulty with reversible possessives.

Dunn, Derek E. The Measurement of Monaural Adaptation to Suprathreshold Stimuli Via Masked Threshold. U of Cincinnati (Speech Pathology), 1972.

A monaural masked threshold technique of measuring suprathreshold adaptation was utilized which involved recording the amount of narrowband noise necessary to just mask a 5 per cent warbled pure tone before and after the subject was exposed to an adapting tone. The 5 per cent warbled pure tone was of the same frequency and intensity as the pure tone to which the subject was adapted. The amount of measured adaptation was obtained by subtracting the recorded intensity of the noise needed to just mask the warbled tone following adaptation from the recorded noise intensity needed for masking before adaptation.

Normal hearing subjects and subjects with cochlear hearing losses were exposed to a five minute adapting tone (1000, 2000, or 4000 Hz) at either 40 or 60 dB SPL. The normal hearing subjects showed 4 dB mean adaptation with neither the frequency nor the intensity of the adapting tone affecting the amount of adaptation measured. The subjects with cochlear hearing losses averaged 6.3 dB of adaptation with the greatest average adaptation (8 dB) recorded at 1000 Hz. The only significant difference ($p < .025$) existing between the normal and cochlear groups was recorded when adaptation was measured using a 1000 Hz 60 dB SPL tone. The variance of adaptation scores for the normal hearing subjects increased as the sound pressure level of the adapting tone increased while the adaptation scores of the subjects with cochlear hearing losses showed an increase in variability as the frequency of the adapting tone increased.

Evans, Mary Ann. Perceptual Discrimination in Mentally Retarded Children and Children with Specific Language Disabilities. Northwestern U (Communication Disorders).

The relationship between language disturbance and certain perceptual abilities is of interest due to the many questions concerning the perceptual functioning of mentally retarded and learning disabled children. This study was to determine if two groups of language impaired children differed in their ability to perform certain nonverbal unimodal or crossmodal perceptual tasks as compared to two groups of non-language impaired children.

Selection criteria were such that the four groups of subjects differed according to relative intelligence (IQ), language ability, or both; but shared an equivalent overall mental age from four to six years. Thus, it was anticipated that this study could help to determine whether language deficit or mental retardation is the more critical factor in the ability to make certain perceptual discriminations.

The experimental test battery consisted of twelve nonverbal perceptual tasks, varying in terms of combinations of sensory modalities and meaningfulness. The number of errors for each group and various combinations of groups was subjected to analysis of variance.

The results indicated that the three abnormal groups performed significantly poorer than the normal according to all test conditions. The combined performance of the two language impaired groups was poorer than that of the two-language impaired groups. Specifically, the language impaired groups performed poorer on crossmodal tasks. In addition, non-meaningful stimuli were more difficult to process than meaningful.

The conclusion is that both intelligence and a language deficit are critical to nonverbal perceptual functioning; but that language disturbance has a greater relationship regardless of the relative intellectual level.

Fontana, Marie C. Experimental Modification of Disfluent Speech Behavior in Children. Teachers College, Columbia U (Speech Pathology and Audiology), 1972, Ed.D.

The purpose of this study was to examine the effects of the application of experimental punishment and rewarding contingencies on disfluent speech behavior in nonstuttering children.

Forty nonstuttering children between the ages of seven and nine years six months were selected at random from schools in Nassau County, New York. Ten subjects were randomly assigned to each of four experimental subgroups: Subgroup A received the verbal stimulus "wrong" contingent upon each disfluency; Subgroup B received "very good" following each 30 second fluent period; Subgroup C received a combination of "wrong" contingent upon each disfluency and "very good" following each 30 second fluent period; Subgroup D served as a control group and received no treatment.

Analysis of data indicated that disfluency in nonstuttering children is capable of experimental manipulation and that response contingent "wrong" is an effective stimulus for the modification of disfluency in nonstuttering children. Comparison of difference scores among treatment groups indicated that the simultaneous presentation of "wrong" and "very good" was more effective than "very good" which had little if any effect on the disfluencies in nonstuttering children.

Fox, Philip, II. Samuel Silas Curry's Theories of Voice Training: A Modern Perspective. Wayne State U (Speech Communication and Theatre).

Samuel Silas Curry's (1847-1921) theory of oral expression is usually considered within the matrix of elocution despite the fact he denied elocution, considering it artificial and mechanical. His philosophy and training methods of the voice are firmly rooted in the elocutionary tradition.

This study examines Curry's theory of the voice and its production within the historical framework from which it evolved, as well as contrasting it to modern actor voice training.

Curry's vocal philosophy is divided into two parts: vocal expression and vocal training. The former deals with those aspects of vocal development that are the result of mental action and the resulting emotional response. It was Curry's belief that the mind dictated vocal response.

Vocal training was less dependent on mental action, drawing instead from the elocutionists. Most of what Curry considered vocal training is fairly standard practice today, although not with the mental emphasis he insisted upon.

Concluding the study, Curry's vocal training philosophy is contrasted and compared to vocal training for the modern American actor, using selected American texts on the subject. A majority of the books written within the last twenty years support Curry's basic ideas on vocal training (exclusive of the mental element) and show that within limits, Curry's philosophy is viable and useful to the modern actor.

Gabe, Kathleen M. Speech Discrimination Ability in Children with Severe Hearing Impairments. Wayne State U (Speech Communication and Theatre).

The purpose of the present study was to determine whether or not children with severe hearing impairments who scored very poorly on standardized tests might actually have functionally different auditory discrimination abilities. Specifically, PBK-50 lists that had been modified into multiple-choice test forms by Gaeth and Closser in the 1950's and four subtests from a Scale for Testing Speech Discrimination developed by Gaeth (1970) and revised by Brey (1972) were used.

Forty children with at least a third grade reading recognition and spelling vocabulary who were in educational programs for the hearing impaired participated in this study. Those children selected scored 0-60% on a standard PBK-50 list. They were administered the two forms of the multiple-choice lists and four sub-tests of the Scale; viz., the Digit Test, the Easy Alphabet Test, the Hard Alphabet Test, and the Easy Word Test. All tests were recorded versions and were presented at comfortably loud levels in an original and repeat test session.

Of the forty children tested, 32 had scores of

10% or less on the standard PBK-50 list. These 32 children basically had indistinguishable abilities to understand speech on this measure. It was found that the 32 children could be divided into three sub-groups based on their scores on the multiple-choice tests and further distinguished by their scores on the sub-tests of the Scale. A fourth sub-group consisted of the 8 children who scored 12 to 60% on the standard measure.

Harlan, Carl Jr. Incidence and Relationship of Voice Disorders within Divergent Psychotic Populations. U of Utah (Communication).

Taped vocal patterns of a stratified random sample of 42 institutionalized psychotic individuals were obtained from the psychiatric wards at the University Hospital and Veteran's Administration Hospital in Salt Lake City, and from the psychiatric wards at the State Hospital in Provo, Utah.

The subjects were chosen as representative samples of the psychotic population in the three research categories (schizophrenia, paranoia, and manic-depressive reaction). Two taped recordings of each subject's voice (spontaneous speech and paragraph reading) were played for a group of three judges (speech pathologists). The evaluation of each judge was independent of the two other judges and based on the following criteria: habitual pitch, falsetto, pitch breaks, glottal fry, diplophonia, ventricular phonation, breathiness, tension, tremulous voice, intonation, rate, intensity, glottal attack, hyponasality, and hypernasality.

The results of this study indicate that there is a significant difference between the estimated incidence of voice disorders in the normal (total) population and the incidence in the selected psychotic population. It also suggests that there are no significant differences between the three psychotic groups in the incidence of voice disorders with the exception of pitch breaks. Fifty per cent of the patients had abnormalities of pitch, 45% had abnormalities of breathiness, 38% had abnormalities of tension, 14% had abnormalities of nasality, 5% had falsetto, 14% had pitch breaks, 38% had glottal fry, 9% had tremulous voice, none had ventricular phonation, and 12% had glottal attack.

Hoffnung, Audrey S. An Analysis of the Syntactic Structures of Children with Deviant Articulation. City U of New York (Speech and Hearing Sciences).

Two groups of thirty subjects each, matched for age, sex, socio-economic background, and performance on the Peabody Picture Vocabulary Test were studied. The experimental group was composed of children with severe articulation problems as determined by their performance on the Photo Articulation Test. The children in the control group had normal articulation. A special syntax test was devised for the negative, Wh interrogative pronoun question and present progressive-copula. It was hypothesized that a relationship exists between phonology and syntax, that children who have defective articulation have defective syntax. The deviation affects all areas of language performance: comprehension, imitation, and production. The results confirmed this hypothesis. The scores of the experimental group were poorer than those of the control group in all Language Performance Tests.

The scores for both groups were better for comprehension than for production and both groups also found the comprehension of the Wh interrogative pronoun question significantly easier than the comprehension of the negative; the reverse was true for production. The scores of the experimental group for the Test of Negative indicated that comprehension greatly exceeded imitation, which, in turn, slightly exceeded production. No conclusive statement could be made about this finding for the control group. The children in the experimental group used reduced differentiation or non-expansion in the production of syntactic categories, e.g. the verb phrase. The study indicated that children with deviant articulation have difficulty in the areas of syntax and phonology.

Hotchkiss, John C. Perceptual Differences in the Fluent Speech of Stutterers and Non-Stutterers. Purdue U (Audiology and Speech Sciences).

The purpose of this investigation was to examine perceptual differences between the fluent speech of stutterers and non-stutterers. From speech samples, three stimulus tapes were constructed which consisted of pairs of fluent utterances, each including both a stutterer and a normal talker. Within each listening tape, each stutterer's utterances were paired with utterances from normal talkers. Two listening tapes were then presented to 16 sophisticated and 16 non-sophisticated listeners with instructions to listen to each stimulus pair and, on the basis of only fluent speech, decide which of the talkers was a stutterer.

Listeners were then asked to nominate the perceptual cues they had used to make their decisions. Cues were evaluated in light of each listener's accuracy in identifying the stutterers. Facilitative cues were then presented to a group of six listeners prior to the presentation of the third listening tape. A control group responded to the third tape without benefit of the additional information. Following this task, the listeners, having been provided with information, were asked to rank-order the perceptual cues indicating which were most important in making their decisions.

The results indicated that listeners as a group were able to discriminate between stutterers and non-stutterers on the basis of fluent speech. Stuttering severity was significantly and positively related to the accuracy of listeners' identifications. Differences in performance between the sophisticated and non-sophisticated listeners were not significant.

Cues considered to be facilitative in making the discriminations were laryngeal behaviors, rate and pause behaviors, and articulatory behaviors. Rank-orderings of perceptual cues by trained listeners indicated that laryngeal behaviors were most important, rate and pause behaviors were second, and articulatory behaviors were least important in making the discriminations.

Abstracted by Irv J. Meitus

Hufnagle, Jon. An Electromyographic Study of Selected Palatal Muscles Following Cleft Palate Repair. Wayne State U (Speech Communication and Theatre).

Electromyographic (EMG) recordings were made of the levator palatini and palatoglossus muscles. The recordings were made bilaterally utilizing hook wire electrodes. Two groups of subjects were studied: 9 subjects who had experienced primary surgery for a cleft of the palate, and 10 subjects who had normal oral structures. Speech proficiency ratings were taken for each subject in order to explore the possibility of a relationship between speech proficiency and muscular activity. EMG measurements were taken to demonstrate the time relation of onset of muscle activity and the length of time of muscle activity relative to a stimulus word. In both groups of subjects no correlation was found between EMG measurements and the speech proficiency ratings. The experimental group had longer and more variable latency and duration times than did the control group. In the control group the right side of both muscles preceded the left side. In the experimental group the non-clefted side preceded the cleft side. The results seem to indicate that for the control group the left side of the cortex was dominant for speech. In the experimental group left side dominance did not always hold true. Presumably where distorted feedback is present the plasticity of the young brain allowed a shift in the central dominance for speech.

Hutchinson, John M. The Effect of Oral Sensory Deprivation on Stuttering Behavior. Purdue U (Audiology and Speech Sciences).

The purpose of this study was to investigate the effect of oral sensory deprivation on stuttering behavior. Six adult stutterers participated in a control condition, an anesthetic condition wherein subjects received trigeminal anesthesia, and a placebo condition wherein subjects received hypodermic insertions but no solution. Perceptual analysis of the number, type, and severity of dysfluency was completed by judging video tapes of the subjects as they gave a short impromptu talk and an oral reading during each experimental condition. Aerodyamic analysis included simultaneous recordings of intraoral air pressure, air flow rate, and voicing as each subject read a brief passage during the three experimental conditions. Common stuttering patterns were categorized according to their identifying aerodynamic characteristics. Quantification of the aerodynamic patterns involved both duration and amplitude measures.

The results of the perceptual analysis revealed that sensory deprivation was associated with more frequent and severe dysfluency. This effect was restricted to stuttering moments involving prolonged articulatory postures. No statistically significant differences were observed between the control and placebo conditions. Under conditions of normal oral sensory feedback, seven aerodynamically distinct stuttering patterns were produced. These patterns did not alter under conditions of sensory deprivation, though several of the dysfluency types evidenced amplitude and duration changes as a result of the anethesia.

These data were interpreted as evidence supporting the hypothesis that stuttering involves both open- and closed-loop regulation processes. Specifically, the results suggest that the basic stuttering moment is preprogrammed but that certain feedback-dependent refinements are operative to mitigate or defeat the negatively conditioned open-loop commands.

Abstracted by Irv J. Meitus

Lapps, Albert Vernon. An Experimental Study of Two Methods of Administering A Remedial Program. Ohio U (Interpersonal Communication).

Members of speech communication departments are often asked to work in remedial voice and articulation programs. This experiment tested the effectiveness of two such programs over a period of one semester.

The September, 1970 freshman class at Mansfield State College in Mansfield, Pennsylvania was screened by three therapists for additions, omissions, substitutions, or distortions of [s], [l], or [r]; general articulation clarity; nasality; or breathiness. Thirty triads were selected for the study. Subjects in each triad were matched on the basis of achievement scores, age, sex, mean rating, and type of defect. No subject with hearing defects, gross anatomical defects, or known psychological problems was included. One group was not told of its problems, one received two counseling sessions, and one received weekly tutoring.

Recordings of a test passage made before and after treatment were randomly spliced onto tapes and judged by five paid judges. The judges were advanced doctoral candidates from the School of Hearing and Speech Sciences of Ohio University. The reliability of the judges was .84. The improvment within each group and the differences in improvement between groups were not statistically significant using either a *t*-test or the Wilcoxon Matched-Pairs, Signed-Ranks Test. The major implication of the results of the experiment is that a remedial voice and articulation program, whether of the self-help or the tutored variety, when it is administered and run by a speech communication department staff over a one-semester period of time, is probably a waste of time.

Lewis, Richard G. Short-term Auditory Memory Ability in Hard of Hearing Children. Northwestern U (Communicative Disorders).

The purposes of this investigation were as follows: to compare etiological and age group performance in short-term auditory memory; to examine storage ability of stimuli differing in meaningfulness; to compare short-term auditory memory ability with receptive vocabulary level.

Experimental subjects were grouped according to etiology (either congential endogenous or congenital exogenous). The exogenous group was further divided into two subgroups having either a flat or marked high frequency hearing loss audiometric configuration. All experimental subjects met hearing level, auditory discrimination, and age criteria. A control group of normally hearing children was also included.

All subjects were presented taped patterns of long and short bursts of either white noise or environmental sounds. The experimental task consisted of presenting two patterns separated by a retention interval. A recognition format of response was used. Pattern length was gradually increased. All subjects received a standard test of receptive vocabulary.

Data were analyzed using a multivariate analysis of variance, *t* tests, and a canonical correlation analysis.

The results of the study were as follows: Endogenous and normal groups were superior in short-term auditory memory ability for both stimulus types to both exogenous groups. Hard of hearing subjects stored white noise patterns more easily than environmental sound patterns; the reverse was true with normals. Older subjects evidenced better performance than younger subjects. No relationship was found between short-term auditory memory ability and receptive vocabulary level.

Loovis, Carl F. Monotic and Dichotic Perception of (0-500 msecs) Time-Staggered CV Monosyllables. Louisiana State U (Speech), 1972.

Twelve female subjects were used to study effects of time-staggered, paired CV nonsense syllables on dichotic and monotic listening. The naturally produced syllables were /pa/, /ba/, /ta/, /da/, /ka/, and /ga/, whose onsets were aligned simultaneously, the 90, 180, 250, and 500 msecs apart. A condition designated "boundary" (alignment of CV's at the beginning of large amplitude periodicity) was also used.

The study investigated lead-lag functions by ear when stimuli are time-staggered to 500 msecs, and the right ear laterality effect and voiced-unvoiced differences when stimuli are aligned at their boundaries.

Dichotic results showed a right ear laterality effect at simultaneity. At 90 msecs, the right ear in the lag position surpassed the left, but when the left ear was put in the lag position, it equalled the right, Beyond 90 msecs, differences attenuated and there was no lag effect. Leading and lagging CV's were equally intelligible at 500 msecs. The boundary condition enhanced laterality effect and markedly attenuated the preponderence of unvoiced over voiced CV identification seen in the simultaneous condition. Monotic results revealed no ear superiority at simultaneity and ear symmetry was maintained at all time conditions. The lead stimulus was reported at virtually 100 per cent accuracy for all time conditions from 90-500 msecs. Leading and lagging CV's were perceived with almost 100 per cent accuracy at 500 msecs separation. The boundary condition introduced no laterality effect and reversed the preponderance of voiced over unvoiced CV identification seen in the monotic simultaneous condition.

Lowry, Jean B. A Test of the Regression Hypothesis: Receptive-Expressive Language Performances of Adult Aphasics and Children. Kent State U (Speech).

The purpose of the present investigation was to test the regression hypothesis. According to proponents of this hypothesis, the aphasic adult's language deficit reflects a regression to an earlier linguistic stage. They theorized that the dissolution of language in aphasics and the acquisition of language by children would follow a universally uniform order. The present investigation tested this hypothesis at the syntactic level. The aphasic subjects' expressive language performances were compared with those of children. Additionally, the relationship between the aphasics' receptive and expressive language performances was compared with this relationship in children.

Twenty aphasic adults were matched with twenty normal children, ages 4.2 to 7.2 years, on two tests of receptive language performance. These tests measured the subjects' ability to understand specific syntactic constructions. A comparison was then made of the two groups' performances on three tests of expressive language performance. These tests measured the subjects' abilities to produce single words which were homogeneous-by-part-of-speech to the stimulus word, syntactic constructions which had previously been produced by the examiner, and syntactic constructions, in the absence of syntactic stimulation from the examiner (i.e. free speech sample).

Statistical analyses revealed significant differences in the aphasic adults' performances and those of the children across all three tests of expressive language performance. The aphasic adults were able to produce a significantly greater number of words which were homogeneous-by-part-of-speech to the stimulus word than were the children. In contrast the children produced a significantly greater number of syntactic constructions which had previously been produced by the examiner than did the aphasic adults. The children were also able to produce longer, more complex, syntactically accurate sentences in a free speech sample than were the aphasic adults.

A statistical analysis also revealed significant differences in the relationship between the children's receptive and expressive language performances and this relationship in aphasic adults. Results from the present investigation generally reject the hypothesis that the aphasic subjects' syntactic language performances represented a uniform regression of language performance.

MacWhinney, Brian. How Hungarian Children Learn to Speak. U of Califorina Berkeley (Rhetoric).

In the first part of the thesis a general psycholinguistic model of language structure, utilization, and acquisition is examined in the light of over-all explanatory requirements. Central to this model is a set of analytic techniques which permit the child to extract structural information from input amalgams. Predictions derived from the model are tested against elicited morphological formulations gathered from eighteen Hungarian children between the ages of two and four. The descriptive adequacy of the model is tested in the course of an outline of some of the essentials of Hungarian morphology and phonology.

In the second part an exhaustive digest of previous studies of the learning of Hungarian as a first language are presented, together with conclusions that may be drawn from this literature. These conclusions are related to the model developed in the first section of this study.

In the third part detailed observations of the speech development in a Hungarian boy between the ages of seventeen and twenty-six months are subjected to systematization in the terms of a grammar based upon the model developed. In the area of lexical development, both the acquisition and the productivity of grammatical morphemes is considered.

McCarren, Kathleen Marie. Auditory Evoked Potentials From Preadolescent Rhesus Monkeys. Florida State U (Habilitative Sciences).

The purpose of this study was to evaluate averaged potentials evoked from preadolescent rhesus (Macaca mulatta) monkeys to determine if a pattern of potential could be obtained that would indicate a response to auditory stimulation. In order to accomplish this goal twelve preadolescent monkeys were evaluated using Averaged Electroencephalic Audiometry (AEA). Pure tone stimuli of 1000 Hz were presented at 80, 60, 40, 20, 10 and 0 dB SPL, and three evoked potentials were collected for each subject when no auditory stimulus was presented.

Examination of the potentials revealed that for ten subjects a pattern of potential could be evoked and defined as a response to auditory stimulation. While the pattern of response for preadolescent monkeys is basically the same as that for adult monkeys there was more variability in the latency and amplitude measures for the prominent peak components.

Acceptable responses were noted to decrease in frequency of occurrence as the intensity decreased below 80 dB SPL.

McKenzie, Earl Ray. An Alternative to Electric Shock for Modifying Maladaptive Behaviors of the Mentally Retarded. Florida State U (Habilitative Sciences).

Maladaptive behavior appears to be one of the most severe problems in institutions for the mentally retarded. The study conducted attempted to modify behavior through the use of contingent aversive noise. This method was selected as a possible alternative to shock. Ten mentally retarded residents of Sunland Training Center in Marianna, Florida were selected based upon the emission of high frequencies of maladaptive behavior (screaming, self-injurious behavior, stereotyped behavior, and aggressive behavior). A Voice Intensity Controller (VIC) was utilized to control screaming by administering aversive noise to the ear contingent upon maladaptive behavior. The aversive stimulus was a complex sound with a spectrum ranging from 500 to 16,000 Hz. The intensity of the stimulus at the earphone ranged from 110 dB SPL to 115 dB SPL. The noise was activated by a contact microphone attached to the skin of the neck by a two-sided electrode. An All Behavior Controller (ABC) was used to modify self-injurious, stereotyped, and aggressive behavior. The ABC differed from the VIC in that the noise was activated by a hand held microswitch. Screaming, self-injurious, and stereotype behaviors were eliminated in seven residents. However, aggressive behavior was changed little if at all. A possible explanation for the failure to decrease aggressive behavior was that these subjects had hearing losses rendering the noise ineffective. The results of this study indicate the efficacy of aversive noise in rapidly controlling maladaptive behaviors in populations of severely retarded individuals without resorting to more controversial techniques which are not necessarily more effective.

McNutt, James C. Perceptual and Motor Performances of Articulatory Defective and Normal Speakers. Kent State U (Speech).

The performances of fifteen /s/ defective, fifteen /r/ defective, and fifteen normal speaking junior high school speakers were examined on tests of tongue two-point discrimination, oral form discrimination, diadokokenetics, and both diotic and dichotic tests of pitch, vowel, and speech-sound discrimination.

On oral perception tasks, findings showed that /r/ defective speakers had significantly poorer scores than /s/ defective or normal speakers, while scores of /s/ defective and normal speakers did not differ significantly. Two-point discrimination and oral form discrimination were found to load on a common factor. Diadokokenetic scores of /s/ and /r/ defective speakers were significantly poorer than scores of normal speakers. No significant differences were found among performances of the three speech groups on auditory tasks except for mixed results on dichotic speech-sound discrimination. No ear preferences were found for any of the groups on any of the dichotic tasks possibly due to the nature of the stimuli and the instructions for the dichotic tasks.

No factor analysis clusters were found which would indicate qualitative differences among the speech groups. Differences between groups were related to levels of ability on specific tasks.

Articulatory defective speakers may have perceptual abilities and motor skills which differ from each other and from normal speakers which appear to be phoneme specific.

Mitchell, Patricia D. A Test of Differentiation of Phonemic Feature Contrasts. City U of New York (Speech and Hearing Sciences).

A new CVC multiple-choice articulation test was developed for use in phoneme and feature confusion analyses. The Phoneme Differentiation Test consists of 200 test items: four tokens each of 22 initial consonant contrasts, 13 terminal consonant contrasts, and 15 syllable nucleus contrasts. The major difference between the Phoneme Differentiation Test and previous closed-responses tests is that for each stimulus word the alternatives were designed to provide contrasts in only one phonemic feature at a time. Thus the set of contrasts for each stimulus is different from the set of contrasts for every other stimulus. Voicing, nasality, manner, and place of articulation are contrasted for consonant stimuli. Place, openness, and intrinsic duration are contrasted for vowel stimuli.

The test was given to a sample of hypacusic listeners, and was applied in low-pass filtering experiments with normal-hearing listeners.

The results were as follows: Vowel scores were higher than consonant scores except when all frequencies above 500 Hz were removed. Scores were higher for consonants in the word-initial position than in the word-terminal position. Place of articulation was the most frequently confused feature for both consonants and vowels. Several findings support the theory that phonemes are confused one feature at a time.

Clinical and experimental applications of this test and the minimal-contrast technique it employs are suggested.

Moore, Walter H., Jr. The Right Cerebral Hemisphere: Its Role in Linguistic Processing in Aphasia. Kent State U (Speech Pathology and Audiology).

Investigations employing dichotic listening procedures and bilateral tachistascopic procedures have demonstrated both a right ear and right visual field preference for normal subjects. These ear and visual field preferences have been attributed to the more direct connections between the right ear and right visual field to the "language centers" in the left hemisphere.

This investigation was designed to study the role of the right hemisphere in linguistic processing following left cerebral insult resulting in aphasia. Auditory dichotic procedures, and visual dichotic procedures were employed to investigate the ear and visual field preferences of aphasic and control subjects. Aphasic subjects were grouped relative to the amount of time since the onset of left cerebral insult. A verbal task and a nonverbal task were investigated for each of the procedures.

Analyses revealed subjects beyond 6 months post insult obtained significantly greater left ear scores than right ear scores. Significant differences were not revealed between the two tasks on the auditory, dichotic procedure.

Analyses also revealed a significant left visual field preference for the aphasic subjects. A significantly greater number of responses were obtained by the experimental subjects on the nonverbal task as compared to the verbal task.

A significant right ear and right visual field preference was demonstrated for the control group.

Based upon the analyses it was concluded that there is a shift in hemispheric processing of both auditory- and visual-linguistic stimuli in aphasic subjects from the left to the right hemisphere.

Onufrak, John A. Stutterer's and Nonstutterer's Location of Clicks Superimposed on Sentences of Various Types. State U of New York at Buffalo (Speech Communication).

Stutterers and nonstutters responded to a click-on-sentence task by estimating the location of a 20 msec. segment of white noise placed in the middle of "target" vowels in 35 sentences, presented both dichotically and binaurally. The "clicks" were placed either in relation to grammatical boundaries or to stressed monosyllabic words.

Stutterers evidenced significantly more difficulty than nonstutterers in making accurate judgments and also revealed more variance in scores. However, both groups exhibited many similar tendencies. Binaural presentation produced more accurate responses than dichotic delivery, the parameters "boundary" and "stress" all produced characteristic kinds of responses, "critical" temporal measurements in immediate proximity with "click" placement were also found to directly influence the kinds of responses, and both groups exhibited an overall tendency to estimate the "click" before its actual location.

The differences and similarities of stutterers and nonstutterers on the task are considered to reinforce an already outstanding characteristic of many studies in stuttering, namely, that stutterers have a basically intact linguistic system but reveal more variance on a variety of tasks having to do with the extraction, manipulation, or restructuring of verbal or nonverbal information, especially as the respective tasks increase in difficulty. It is suggested that some stutterers, at least, experience difficulty changing "foci" of attention to one of several aspects of the linguistic pattern while simultaneously processing the entire pattern. Most stutterers in this study seemed to be performing perceptually in a manner similar to the way they have shown they perform productively.

Orchik, Daniel J. Comparison of Pure-Tone, Warble-Tone, and Narrow-Band Noise Thresholds of Young Normal-Hearing Children. Michigan State U (Audiology and Speech Sciences).

The effect of auditor stimulus upon the threshold of hearing in young children was examined at four discrete age levels (3 ½, 4 ½, 5 ½, 6 ½) in twenty normal-hearing children, using pure tones, warble tones and narrow bands of noise. The 3 ½ and 4 ½ year-old children were tested at 500, 1000 and 2000 Hz, while the older children were examined at octave frequencies from 250 through 4000 Hz. For the warble-tone stimulus frequency deviations of ±3% and ±10% were employed with a modulation rate of 8/second. Half of the subjects in each group were retested to obtain an estimate of clinical test-retest reliability for each of the stimuli.

The results showed a significant improvement in threshold as a function of age for all three stimuli. The stimuli were ranked from most to least sensitive thresholds as follows: warble tones, pure tones, and narrow bands of noise. Warble tones were more sensitive than pure tones and narrow-band noise was poorer than pure-tone.Thresholds obtained for the ±3% warble tones were slightly more sensitive for the two younger age categories while the ±10% warble tones produced slightly more sensitive thresholds for the older children, suggesting that warble tones on commercial audiometers can be employed clinically without concern for the effect of varying frequently deviation.

Clinical test-retest reliability was shown to be essentially equivalent among the three stimuli. Further, 88 per cent or more of the comparisons were within ±5 dB. Thus thresholds obtained clinically with pure tones, warble tones or narrow bands of noise should be equally reliable.

Abstracted by Daniel S. Beasley

Putnam, Anne B. Articulation with Reduced Oral Sensory Control: A Cineradiographic Study. Purdue U (Audiology ad Speech Sciences).

Cineradiography was used to study the behavior of the lips and tongue in two subjects talking under the influence of trigeminal anesthesia. Radiopaque tongue-midline markers served as flesh points by which to monitor tongue position relative to cephalometric landmarks. Measurements of tongue marker positions and upper-lip protrusion were obtained directly from a rear-projected film-frame image; a rectilinear potentiometer equipped with digital-voltmeter readout was used to obtain the measurements. The speech sample consisted of spondee words and sentences. Films of each subject in the normal and nerve-block conditions were compared qualitatively and quantitatively for differences in tongue position and upper-lip protrusion on the production of selected fricatives, stops, glides, and vowels within the speech sample. The nerve-block data revealed loss of discrete tongue tip, blade, and back articulations, as well as pronounced reduction in upper-lip activity for both subjects. All phonemes under study exhibited the effects of the nerve block, although the bilabial, lingua-alveolar, and lingua-velar consonants showed the most noticeable and consistent production distortions. These data are discussed in terms of open- and closed-loop controls for the maintenance of speech production, and with respect to recent hypotheses concerning compensatory re-organization within the articulatory system under conditions of sensory deprivation.

Reis, Ronald P. The Effects of Selected Vocal Characteristics on Stuttering Severity. Kent State U (Speech).

The purpose of this investigation was to explore the effects of vocalization on stuttering severity. It was designed to examine the frequency of stuttering and the reading times of stutterers as they read at four vocal intensity levels. An evaluation was made of the notion that the ability to execute "off-on" laryngeal adjustments was related to stuttering frequency and reading time.

Twenty-eight male stutterers were presented eight matched 100-word prose passages. Four passages were comprised of all voiced phonemes, while four contained both voiced and voiceless phonemes. Each subject was instructed to read one "all-voiced" and one "combined" passage in a soft voice, in a loud voice, in a normal voice, and while 75 dB SL of white noise was presented binaurally through earphones. The data were analyzed using analysis of variance and Newman-Keuls statistical procedures.

The subjects read in the normal condition with significantly more stuttering than in the other three vocal intensity conditions. No significant differences in stuttering frequency were evidenced when the subjects read in the below normal, above normal, and masking conditions. There were no significant differences in reading time when the stutterers read at the four different vocal levels. The subjects read the "all--voiced" passages with significantly more stuttering than the "combined" passages. There were no significant differences in reading time when the stutterers read "all-voiced" and "combined" material. Thus, increases and decreases in vocal level regardless of whether they were induced by masking, resulted in significant reductions in stuttering frequency.

Rink, Timothy LaVerne. An Exploration of the Relationship Between a Hearing Protective Device and Speech Discrimination Performance for Persons with Sensori-Neural Hearing Loss. Ohio State U (Speech Communication).

The purpose of this investigation was to determine the effects of a hearing protective device on speech discrimination performance of persons with normal hearing and persons with sensori-neural hearing loss. Speech discrimination performance was measured under conditions of quiet and background noise interference for each subject. Visual cues (the opportunity to view the speaker's face while he produced the speech signal) and no visual cues served as a controlled variable in this study.

Ten persons with screened normal hearing, ten persons with diagnosed presbycusis, ten persons with diagnosed noise-induced hearing loss, and ten persons with sensori-neural hearing loss of unknown etiology served as experimental subjects. Speech discrimination performance was measured in eight experimental sessions that included all possible combinations of the following variables: protection—no protection, noise—quiet, and visual cues—no visual cues.

Statistical analyses of the data revealed that for normal listeners, hearing protection did not affect speech discrimination performance in quiet while it significantly improved performance in noise. Visual cues did not affect speech discrimination performance in quiet but offered significantly improved speech intelligibility in noise. For all persons with sensori-neural hearing loss, hearing protection reduced speech discrimination performance in quiet and did not affect performance in noise. The use of visual cues improved speech discrimination performance in every situation regardless of whether in quiet or noise, protected or not protected.

Ronson, Irwin. The Relationship Between Stuttering and Selected Sentence Types. City U of New York (Speech and Hearing Sciences).

The purpose of this study was to determine the relationship between stuttering and selected sentence types. Sixteen subjects read aloud 36 test sentences comprised of three transformational sentence types: SAAD (simple, active, affirmative, declarative), negative, and passive; these sentences were controlled for linguistic variables known to affect stuttering. Eight other sentences were used to test the effect of sentence length. Five additional sentences, not read aloud, were used to determine the subjects' ranking of sentence types according to perceived order of construction difficulty.

The results showed that: (1) There was no significant change in the frequency of stuttering on the three sentence types. (2) Stuttering increased significantly as word frequency level decreased from AA to A to (1-49) when the group severity rating was Severe and the sentence type was either SAAD or negaivte. (3) No significant relationship was found between the subjects' stuttering and their perceived order of difficulty for the sentence types. (4) Stuttering increased significantly with sentence length for the severe group when sentence type (SAAD) and word frequency level (A) were held constant, but sematic factors may have accounted for this as there was a significant correlation between high frequency of stuttering and low ratings of sentence "meaningfullness."

Factors of word frequency level, sentence-meaningfulness, and severity rating of stuttering were found to be significant experimental variables. It may be inferred that stuttering is more affected by linguistic factors within the sentence structure than by any variation of the structure itself in the form of SAAD, negative, or passive.

Sandness, Donald L. A Comparison of Written Language of Stutterers and Nonstutterers. U of Utah (Communication).

The study examined written expression of stuttering and nonstuttering subjects to determine differences in written language by looking for significant differences in number of errors between the groups. Forty-eight subjects were divided into three fluency levels: 24 normally fluent; 12 mild; and 12 severe stutterers. Subjects were monolingual with average intelligence and no sensory or physical impairment.

Taped samples of speech and reading were used to determine severity. Subjects wrote compositions which were analyzed by an English instructor unaware of which subjects stuttered. She checked paragraphing, sentences, grammar, punctuation, and mechanics. Total words and corrections were counted.

For statistical analysis, number of errors in some categories were changed to error ratios. A *t* ratio for matched data was computed for statistical differences between experimental and control groups and a *t* ratio for unmatched data was used for differences between mild and severe stutterers.

It appears that presence or severity of stuttering has no effect on ability to express one's self in writing, except that paragraph errors, the only errors with significant differences, suggest that stutterers have more difficulty than nonstutterers in organization when writing. Mild stutterers wrote significantly less than their controls while severe stutterers wrote significantly more than their controls. Mild stutterers were considerably younger than severe stutterers, so age might be considered in this interpretation.

Results do not suggest a problem in written language of stutterers. It may be fruitful to study this further by increasing sample size, narrowing age and severity ranges, and matching subjects more closely.

Seidemann, Michael F. Enhancement of the Auditory Evoked Response by Conditioning. Florida State U (Habilitative Sciences).

Averaged electroencephalic audiometry has previously demonstrated that cortical responses to auditory stimuli increase and decrease in a direct relationship with stimulus sensation levels. This study utilized a conditioning paradigm with bimodal stimulus presentations in order to effect an enhancement of the auditory evoked response at low sensation levels. The conditioning procedure which was employed was found to significantly enhance the percentage of responses as well as response amplitude. Following conditioning, the individual specificity of the response did not appear to be altered. No sex differences were found with respect to response percentage or response amplitude. Response latencies were extended as a result of conditioning.

Smith, Kenneth G. Temporal Factors Associated with Measurements of Oral Stereognosis. Michigan State U (Audiology and Speech Sciences).

This study compared the effects of varying three temporal factors associated with administrating a test of oral stereognosis: intra-oral duration of stimulation (3, 5, and 7 seconds), the within-pairs interval (3, 5, and 7 seconds), and the between-pairs interval. The stimuli employed in this investigation were ten geometric plastic oral forms.

Forty-five normal young adults received 27 treatments, including all possible combinations of the three intra-oral durations, the three within-pairs interval, and the three between-pairs intervals. Each treatment consisted of 55 pairs of forms. The subjects were required to indicate whether the two items in each pair of forms were the same or different in an inter-oral discrimination task.

Results indicated significant differences in number of errors for the factors of within-pairs interval and between-pairs interval. Further, there was a greater diffeence in number of errors between the three-second and five-second durations than between the five-second and seven-second durations. Also, as the within-pairs interval increased the error score decreased. These results support the suggestion that short-term memory is a significant consideration in performance on this task.

It was concluded that in the clinical application of a test of oral stereognosis, employing the stimuli and techniques described in this study, the intra-oral duration should be five seconds, the within-pairs interval should be three seconds, and the between-pairs interval should be nine seconds. Other clinical recommendations were made.

Abstracted by Daniel S. Beasley

Stephens, Myrna M. Influence of Audiometric Configuration on Pure-Tone, Warble-Tone, and Narrow-Band Noise Thresholds for Adults with Sensorineural Hearing Losses. Michigan State U (Audiology and Speech Sciences).

Threshold measurements for pure tones, warble tones with ±3% and ±10% frequency deviation and narrow-band noise were compared using two groups of subjects with sensorineural hearing losses. Subjects consisted of 16 adults with audiograms showing a sharp configuration and 16 adults with audiograms showing a gradual configuration. The two groups were further subdivided to include 8 subjects under fifty years of age and 8 subjects over fifty years of age. The test stimuli were presented with a center frequency of 500, 1000, 2000 and 4000 Hz. Repeat thresholds were obtained to allow analysis of test-retest reliability.

Results demonstrated a small but consistent learning effect for both subject groups and all stimuli with improvement on retest. Scores on the initial test showed a high correlation with scores on retest. Comparison by age showed no significant differences between the two age groups. For subjects whose audiograms showed a precipitous drop, thresholds at the lower frequencies were within ± 4.4 dB for all signals while at the higher frequencies thresholds for narrow-band noise signals were over 20 dB more sensitive than for pure tones. Thresholds for individuals exhibiting a gradually sloping configuration were similar for all signals at all frequencies. For both groups of subjects, warble-tone thresholds showed good agreement with pure-tone thresholds, particularly for the ±3% frequency deviation condition.

It was suggested that when an alternative signal to pure tone is desired, warble tones rather than narrow-band noise be used for threshold measurement since warble-tone thresholds agree more closely to thresholds for pure tones.

Abstracted by DANIEL S. BEASLEY

Stigora, Joseph A. Variations in Stuttering Frequency During Adaptation as a Function of Selected Phonemic Cues and Their Properties. Bowling Green State U (Speech).

This study attempted to determine if the frequency of stuttering during adaptation is differentially influenced by selected phonemic and articulatory feature cues embedded in a reading task. Furthermore, an attempt was made to determine if the relationship between molar and molecular units of stuttering is also influenced by these cues.

Molar units of stuttering and their molecular components were tabulated as they occurred on each of the specific phonemic cues. A single-subject design was employed for eight subjects. The frequency of molar and molecular units of stuttering was: plotted separately for each of the four different phonemes; plotted collectively for all of the phonemes combined; collapsed across, and plotted along, anterior and posterior phonemes; collapsed across, and plotted along voiced and voiceless phonemes.

For most subjects the frequency of stuttering and the ratio between molar and molecular units of stuttering during adaption were differentially influenced by the presence of phonemic and/or articulatory feature cues. Certain phonemic cues and/or their properties may influence the frequency of stuttering during adaptation in the same way that discriminitive stimuli influence the rate of responding of learned behavior during experimental extinction. Phonemes may represent a special class of discriminitive stimuli that exert differential degrees of stimulus control over stuttering behavior.

Abstracted by STEPHEN B. HOOD

Swigart, Elca. Hearing Sensitivity and Speech Intelligibility of Cleft-palate Children and Non-cleft Siblings. Ohio State U (Speech Communication).

An investigation was designed to compare the hearing sensitivity and speech intelligibility of 66 cleft-palate children between the ages of 7 and 14 years with that of their non-cleft siblings of the same age range. Consideration was given to the type of cleft, age at time of testing, insertion of a prosthesis, and age at which surgical closure of the palate occurred.

Each child was administered a pure tone air-conduction threshold evaluation at 250, 500, 1000, 2000, 4000, and 8000 Hz. A "better" and "worse" ear were determined by the mean thresholds of the speech frequencies (500, 1000, and 2000 Hz). The amount and the direction of the difference of the cleft-palate child's threshold from the sibling's threshold at each frequency for each ear was determined. These "discrepancy scores" were the data used in some of the analyses.

Fifty phonetically balanced monosyllabic words were spoken by each cleft-palate child and his sibling. These words were recorded at equal intervals on magnetic tape and mixed with white noise. The correct written responses by 10 listeners were tallied to obtain intelligibility scores for each child. The difference in scores between the cleft-palate child and his sibling were raw data used in other analyses.

Additionally, the words written by the listeners were transcribed phonetically and matrices were constructed for correct, substituted, and omitted phonemes in the initial and final positions.

Hearing thresholds and intelligibility scores of the cleft-palate children were significantly poorer than those of their siblings.

None of the variables (cleft type, age, prosthesis, age at surgery) yielded a significant difference in the "discrepancy scores" between the cleft-palate children and their siblings for hearing thresholds or intelligibility scores.

Thompson, Nickola W. Comprehension of Spoken Language by Normal Children as a Function of Speaking Rate, Sentence Difficulty and Listener Age. Wichita State U (Logopedics).

The purpose of the investigation was to study comprehension of spoken language by normal children between the ages of 5-6 and 9-6 as a function of speaking rate, sentence difficulty, and listener age. The experimental task was for Ss to listen over headphones to 40 tape-recorded sentences, which were divided into four groups, each composed of the same 10 sentence-types, but heard at a different speaking rate. An electromechanical sampling method was used for rate-alteration, resulting in four experimental rates: fast (70%—5.0 sps), moderately fast (83%—4.2 sps), moderately slow (103%—3.4 sps), and slow (135%—2.6 sps). The order of presentation of speaking rates was counterbalanced. Subjects were instructed to mark the one picture, out of four on a page, which went with the sentence they heard.

Results were analyzed with a repeated measures analysis of variance. Increased listener age, reduced speaking rate, and reduced sentence difficulty were all found to have a facilitating effect upon comprehension of spoken language by normal children. In addition, interaction effects were found for the above three factors, for listener age and sex—with girls performing better than boys through age 6-6—, and for listener age and sentence difficulty—with significant differences according to sentence difficulty occurring only for the younger age categories. These results were interpreted as evidence that psycholinguistic skills and abilities continue to develop in the normal child beyond the age of five years.

Thorum, Arden R. A Comparative Study of Certain Audiolinguistic Skills of Children with Two Selected Types of Deficits. U of Utah (Communcation).

In order to determine the extent to which the language deviations may systematically differ between Down's syndrome subjects and hearing impaired subjects, a comparison was made of the two groups to investigate their ability to imitate sentences, their use of syntax in spontaneous language, their developmental sequence of acquisition of syntax for spoken language, their use of the parts of speech, and the extent of their vocabulary development. The Down's syndrome subjects attended the Granite Training Center and the hearing-impaired subjects either attended the Utah School for the Deaf or regular classes in the Granite School District, Salt Lake City, Utah. Each subject was beyond the "naming" stage in language development, had a mental age of between five years to eight years eleven months, and was free of any other known complicating factors. The average hearing level in the better ear for the frequencies 500, 1000, and 2000 Hz was 65.9 dB (ISO) for the hearing-impaired.

The data resulted from the participation of each subject response to picture stimuli to obtain a 50-utterance spontaneous language sample and imitating 30 sentences of a sentence imitation screening test. The data revealed that although there were individual subcategories in which the performance of the two groups was similar, when comparing the group results it was found that the Down's syndrome subjects and the hearing-impaired subjects do systematically differ in their language deviations.

Tibbits, Donald Fay. Temporal Adjoining as an Aspect of Linguistic Development. U of Missouri (Speech and Dramatic Art).

The purpose of this investigation was to determine the abilities of children to use the adjoining transformation in combining two constituent sentences with the temporal adjoiners "after," "before," "until," "when," and "while." To elicit responses, a sentence repetition task was devised that included these five temporal adjoiners in four different syntactic environments: transitive sentences with the adjoiner and the subordinate clause following the main clause, transitive sentences with the adjoiner and the subordinate clause preceding the main clause, intransitive sentences with the adjoiner and the subordinate clause following the main clause, and intransitive sentences with the adjoiner and the subordinate clause preceding the main clause.

The thirty subjects were between the ages of 4-0 and 6-6 years. They were average children who were free from any known emotional disturbance, who were acquiring Standard American English as a native language, who had normal speech and hearing, and whose parents had neither very high nor very low socioeconomic status.

To the extent that the children in this study were representative of normally-speaking children of their ages, certain general conclusions were drawn. Children begin to use the temporal adjoining transformation early, but they do not master it by the age of 6-6 years. The ability to apply the adjoining transformation is not equal for all adjoiners, nor is it equal for different syntactic structures or for all degrees of semantic complexity. "After," "before," and "when" appear earlier than "while" and "until."

A rapid period of growth in learning to use the temporal adjoining transformation occurs between the ages of 4 and 5 years. However, a plateau of learning appears to be reached between the ages of 5 and 6 years.

Tillis, Cecil H. The Effect of "Interconsonantal Distance" Upon The Recall of Prevocalic Consonants and Clusters. Ohio State U (Speech Communication).

A short-term memory methodology was used to investigate the effect upon recall of 60 initial consonants and consonantal clusters at three different "linguistic levels" or units of different lengths and make-up into which speech can be segmented. It was assumed that consonants and consonantal clusters that appear in the initial position in words in American English are perceptually unique from one another; also, that the prevocalic portions of syllables are a factor in the recall of verbal material, and that the "perceptual distances" among these consonants and consonantal clusters provide a cue to the recall of verbal material. The recall of 60 initial consonants was considered in each of three "linguistic levels."

The individual stimuli were presented to the subjects visually, one stimulus per second, in sets of five. The subjects then recalled as many of the stimuli as possible, writing their reponses on prepared answer sheets. The interval for recall was 15 seconds.

The experiment was of three parts. The same 60 initial consonants were included in parts one, two, and three, but were presented in syllables, one-syllable words, and word strings, respectively. The responses to each "linguistic level" were scored in terms of the number of correctly recalled initial consonants.

The results suggest that some initial consonants are more often correctly recalled than others. The "perceptual distances" among the prevocalic portions of syllables and words appear to affect the recall of verbal material, most markedly in syllables and least, if at all, in word strings.

Tull, Barbara M. Analysis of Selected Prosodic Features in the Speech of Black and White Children. Ohio State U (Speech Communication).

The purpose of this study was to expand the information available on selected prosodic features of speech which may differ among social dialects, specifically black and standard white English dialects of children in Central Ohio. One hundred two persons listened to 12 speech samples of black or white children at 19 or 27 months of age. The listeners judged whether each speech sample was that of a black speaker or of a white speaker. The results of these judgments were tested with chi-square tests of independence or goodness of fit.

Selected measures of fundamental frequency, duration, and contours of fundamental frequency were also obtained. Two analyses were made of these measures: speech samples judged to be black were compared with those judged white, and monthly speech samples of the four black children, from their 19th through their 27 months, were analyzed for linearity of regression.

The results of the study indicated that the listeners made judgments about the race of each speaker and agreed among themselves for a speaker at 27 months, whereas they were less in agreement at 19 months. Physical measures of selected prosodic features of the speech samples showed: (1) White utterances are longer than black utterances. (2) Black speakers have briefer pauses than white speakers. (3) White speakers utter shorter syllables than black speakers. (4) White speakers show greater complexity in the initial voiced segment of an utterance than black speakers. (5) White speakers lower their fundamental frequencies at the end of an utterance more often than black speakers.

Williams, David K. Perceptual Skills in Children with Two Types of Articulatory Errors. U of Missouri (Speech and Dramatic Art).

This investigation was designed to determine whether subjects whose primary articulatory errors are omissions, subjects whose primary articulatory errors are substitutions, and subjects with no articulatory errors differ in performances on tests of oral stereognosis and of central auditory function. The subjects were seventy-two children ranging in age from four through seven years.

The subjects were given the Flowers-Costello Tests of Central Auditory Ability (Flowers and Costello, 1970) and a test of oral stereognosis that followed the procedures described by Shelton and others (1967) and Arndt and others (1970). Significant differences were found between the performances of the omission group and the substitution group, the performances of the omission group and the normal group, and the performances of the normal group and the substitution group on the test of oral stereognosis.

Significant differences were found between the performances of the omission group and the substitution group and between the performances of the omission group and the normal group on the test of central auditory function. However, no significant difference was found between the performances of the substitution group and the normal group on the test of central auditory function.

Williams, Faye A. Development of the Cognitive, Affective, and Behavioral Dimensions of Linguistic Attitudes within a Homogeneous Speech Community. U of Southern California (Speech Communication).

This study looked at the development of the cognitive, affective, and behavioral dimensions of linguistic attitudes in children. Three studies have dealt most directly with the development of the components of such attitudes. The results of these studies are contradictory; that is, they predict different sequences of events. This study attempted to clear up the contradictions.

The results indicated that age is the most critical variable in the development of all three components of linguistic attitudes. Generally, by the sixth grade subjects had attained adult norms for the cognitive dimension; on the affective dimension, they had reached the adult criterion as early as the fourth grade. On the behavioral dimension both fourth and sixth graders were well on their way to internalizing adult norms.

A cultural phenomenon unique to the speech community observed was presented as a possible explanation for specific patterns of development observed in this study.

Findings were discussed in terms of implications for sociolinguistics, teacher training programs, and language curriculum.

Winkler, Henry J. A Study of the Intonation Patterns of Black and Standard English Speaking Children in a Formal and Informal Situation. U of Southern California (Speech Communication).

The purpose of this study was to investigate, describe, and compare the intonation patterns of Black and Standard English speaking children in reading (formal) and free discourse (informal) situations.

Speech samples were gathered from thirty Black and thirty Standard English speaking male students from junior high schools located in two distant socioeconomic areas of Los Angeles County. Interviews were divided into reading (formal) and free and free discourse (informal) sessions. Taped utterances were reduced to fundamental frequency pitch patterns by a computer pitch extraction routine. Mean data point curves and correlation coefficients were calculated between each dialect (Black or Standard English), phrase type (declarative sentence, general or specific question), and situation (formal or informal) for each utterance.

The results of this study were as follows: Black English intonation patterns are different from Standard English intonation patterns for all sentence types and situations, except the specific questions informal situation. Black English displayed more level or rising terminal intonation contours than Standard English. Black English displayed more rising initial intonation contours than Standard English. Situation manipulation produced different intonation patterns for the Black English declarative sentence and general question mean utterance, but not for the specific question mean utterance. Situation manipulation produced different intonation patterns for the Standard English general question mean utterance, but not for the specific question or declarative sentence mean utterance. Standard English speakers maintained a higher pitch level than Black English speakers.

Woerl, Mary L. An Experimental Investigation of the Effects of Rhythmical Speech Patterns in Prose and Verse on Misarticulations of the Phoneme /r/. Ohio State U (Speech Communication).

The purpose of this study was to investigate the relative effects of four rhythmical speech patterns in prose and verse on misarticulations of the phoneme /r/. An additional objective was to determine when the most change occured in a series of 20 stimulus-response trials. This study was also designed as investigation of differences in the corrective effectiveness of various language patterns on the deviant articulation of the /r/ sound.

Forty-eight children between the ages of six years and six months, and seven years and six months, with normal intelligence, normal hearing, and defective articulation of the /r/ sound served as the subjects for this study. Each subject was randomly assigned one of the four conditions of rhythm (iambic, trochaic, dactyllic, amphibrachic) including three language patterns (word, phrase, metrical line).

All three main effects, rhythm, language pattern, and sequence were significantly different. The best results were observed during the presentation of phrase stimuli in dactyllic rhythm. During the presentation of a sequence of 20 stimuli, it was observed that at the fifteenth stimulus the greatest modification of the /r/ sound occurred.

These findings demonstrated the effectiveness of rhythmic speech patterns in modifying defective articulation. The conclusion, based on the evidence of this study, is that rhythmic patterns may be used in speech therapy and will yield improvement. Further research will demand the careful study of methods for incorporating the various rhythms in therapeutic programs.

Theatre

Baxter, Marilynn Ruth. Modern Woman As Heroine in Representative Plays by S. N. Behrman. U of Wisconsin (Theatre and Drama).

Little critical attention has been given to Behrman's tendency not only to write excellent parts for actresses, but also to delineate a special type of woman. During the 1930's at the height of his career as the creator of high comedies, he wrote a series of plays featuring female protagonists. Among these characters are Abby Fane of *Brief Moment*, Marion Froude of *Biography*, Lady Violet (Lael) Wyngate of *Rain from Heaven*, and Leonie Frothingham of *End of Summer*. This study proposed to investigate the method Behrman used to create these protagonists by utilizing the resources of the S. N. Behrman Collection at the Wisconsin Center of Theatrical Research. The collection contains original notes, scenarios, drafts, clippings, and correspondence.

Character development was the most important single factor in the creation of the four plays included in this study. Behrman was inspired to write a play by either the desire to communicate a message or to depict a personality. However, whether he began his plays with theme or character, it was the characterizations which ultimately determined how the play progressed.

Throughout these four plays, Behrman demonstrated a sympathetic understanding of women. He conveys a gentle but persistent plea for the necessity of broadening women's roles in society. He shows that through their tolerance and humanistic attitudes, women have a great deal to offer on their own terms if society will provide them with the opportunity to develop their potential.

Behrman frequently had specific actresses in mind as he was writing his plays. Ina Claire's name appeared the most frequently, and her personality is reflected in each of the four women.

Berry, Melvin H. A History of Theatre in New Orleans from 1925 to 1935. Louisiana State U (Speech).

The purpose of this study was to trace the changes in educational, community, and professional theatre in New Orleans from 1925 to 1935.

Educational institutions at all levels produced theatricals throughout the decade. Elementary school children performed in historical pagents, May Day Festivals, and graduation exercises, and many high schools presented minstrels, variety shows, and senior class plays. University students presented one-act and three-act plays, foreign language plays, and operettas. By 1934 some universities were incorporating theatre into the curriculum. Private schools of expression, elocution, and dramatic arts provided plays and instruction for persons interested in cultural improvement. One-act play contests encouraged the formation of several theatre groups and brought recognition to local playwrights.

Although many community theatres formed and disbanded during the decade, Le Petit Théâtre du Vieux Carré survived the economic depression and provided leadership for some educational and community theatre groups. During the decade professional theatre in New Orleans began to decline. In 1930 the only remaining stock company theatre in the city closed. By 1934 movies had replaced vaudeville, and in 1935 the only theatre which housed touring companies closed. By the end of the decade audiences found live theatrical entertainment only in the educational institutions and community theatres.

Blake, Gary. Herman Shumlin: The Development of a Director. City U of New York (Theatre).

This dissertation concerns itself with recording and evaluating Herman Shumlin's creative contributions to the American theatre during the past four decades. These contributions are exemplified by his directorial work on certain significant productions including *Grand Hotel* (1930), *The Children's Hour* (1934), *The Little Foxes* (1939), *Watch On The Rhine* (1940), *Inherit The Wind* (1955) and *The Deputy* (1964).

Shumlin, one of America's foremost producer-director's, has been producing since 1927, and directing since 1930. He directed Lillian Hellman's first five Broadway plays, as well as championing the work of Emlyn Williams, James Thurber, and Rolf Hochhuth.

Among the actors Shumlin has worked with are: Sam Jaffe, Spencer Tracy, Tallulah Bankhead, Eugenie Leontovich, Ethel Barrymore, Paul Muni, Margaret Webster, Mildren Dunnock, Tony Randall, Ossie Davis, Ruby Dee, Julie Harris and Melvyn Douglas. This dissertation traces Shumlin's career as press agent, reviewer, company manager, director, and producer. It is enriched by numerous interviews with people who worked with Mr. Shumlin. A portrait emerges of Shumlin as a strong willed, politically active man who added dignity to the theatre through his championship of serious, socially relevant plays.

Borden, Marshall E. The *Richard the Third* of Charles Kean, Edwin Booth and Alan Bates: A Stage Chronology and Collative Analysis of Production, Performance, and Text. Wayne State U (Speech Communication and Theatre).

This study is a comparative analysis of the staging, performance, and textual treatment of *Richard the Third* as performed by Charles Kean in 1854, Edwin Booth in 1878 and Alan Bates in 1967. With all three productions, an attempt has been made to reconstruct each performance as nearly as possible from primary and secondary sources such as promptbooks, blocking diagrams, ground plans, reviews, diaries, sketches, photographs, memoirs and other such memorabilia. The study of these three specific productions was placed within the historical perspective of the stage chronicle of the play.

The three productions were selected expressly for their combined analysis which provides an overview of the historical development in the staging of *Richard the Third* from the nineteenth century's proscenium approach to the twentieth century's re-discovery of the thrust stage. Also, the study re-assesses the much disparaged Colley Cibber adaptation of *Richard the Third* and focuses upon the developmental patterns of acting styles utilized by the three Richards from the 19th century to the modern era.

In all, the collation and analysis of the text, staging, acting, critical assessment, and interpretation of these specific productions provides valuable insights into the basis for the play's longevity and fills in another small portion of the historical chronicle of *Richard the Third* in performance.

Brewer, Courtney H. A History of Drama in Logan, Utah, and Neighboring Communities to 1925. Brigham Young U (Speech and Dramatic Arts), 1972.

During the last half of the 19th century, Utah underwent tremendous cultural and physical change. This was brought about by the Mormon colonization of desirable locations in the Rocky Mountain Area. The specific purpose of this study was to determine the colonization and cultural growth of the Cache Valley area, the nature of theatre and theatre plants used, the number and kinds of traveling stock companies, the number and kinds of local home dramatic clubs, and to identify the plays produced, including actors, directors, and mananagers who contributed to the development of theatre and entertainment in Logan and the various communities.

Primary resources were newspaper articles which reviewed and discussed performances and attitudes. Other sources were community histories, personal histories, records, and diaries. Numerous interviews were conducted with knowledgeable individuals in the various communities. Numerous pictures were obtained showing the structure and location of theatres and playhouses.

Coachbuilder, Deenaz P. An Analysis of the Structure and Social Relevance of Selected Plays Written in English in India After 1946. Brigham Young U (Speech and Dramatic Arts), 1970.

The purpose of this study was to determine whether selected Indian plays written in English after 1946 were artistic and accurate expressions of contemporary Indian values. Seven plays were selected on the basis of two criteria, their structure and their social relevance. In order to find out "what" India is like today and "why" she is so, chapter one deals with the social, economic, and political background of India. As the plays have been written in English, chapter two traces the role of English in the fabric of Indian life. Chapter three surveys the contemporary Indian theatre. Chapter four is an analysis of seven selected plays. Chapter five consists of the summary and conclusion. The study shows that these plays are indeed truthful and organic product of Indian society, reflecting the Indian essence and possessing the potential for successful dramatic presentation. The study indicates that English as a language of artistic expression and communication has potential for representing contemporary India.

Coe, Lenora Marguerite. Benoit-Constant Coquelin: The Art of a Rhetorical Actor. U of Southern California (Speech Communication).

The purposes of this study were to explore the means by which the French comedian Coquelin (1841-1909) achieved international eminence and the relationship of his political-social ideals to his artistic theory and practice.

Research materials included the subject's lecture-essays on acting and literary criticism, private letters, his theatrical repertoire, and available data on audience responses. These materials were assessed against biographical data, social-political conditions, and contemporary artistic trends to establish the motives behind Coquelin's approach to his work.

The results of the study were as follows: (1) Coquelin's lectures on acting were limited to those means by which he attained versatility in his art and were initiated by a desire to improve the social status of the actor. (2) His literary criticism served a dual purpose: to illustrate his approach to characterization and to criticize social behaviors by humanist standards embodied in the French Constitution of 1848. (3) His repertoire was selected and interpreted to inculcate the same humanist standards in his audiences. (4) To win acceptance of his social-political ideals, the actor blended a consciously-cultivated *petit-bourgeois* image with superior skills in theatrical techniques. (5) Offstage behaviors reinforced the self-imposed image of a Gassendist humanist dedicated to social improvement and political harmony. (6) Coquelin's efforts made a worthwhile contribution to the founding and maintenance of the Third Republic and the *rapprochement* of that government with foreign regimes.

Cole, Ailene. The Grotesque in Selected Representative Dramatists of Twentieth Century Continental Western Europe. U of Minnesota (Theatre Arts).

The purpose of this study was to assess the dimension, formal structure, and techniques of the grotesque in modern European dramatists. It was limited to four forerunners, Buchner's *Woyzeck,* Wedekind's *Spring's Awakening,* Jarry's *Ubu Roi,* and Strindberg's *Ghost Sonata,* and to five playwrights, Pirandello, Ghelderode, Valle-Inclan, Durrenmatt, and Beckett. Each was examined in view of significant biographical material and criticism, his theories of the grotesque, and analysis of significant plays with emphasis on one.

The grotesque emerged as a view that the world is ludicrous and as a dramatic form to express it. The playwrights' grotesque probed moral questions. Their heroes struggled, made serious choices, and usually fell; but they had been reduced to puppets, dehumanized, deformed, made buffoonish or demoniac, and were, therefore, unequal to dignified tragic struggle. Their efforts could only affirm a universe dominated by chaos as symbolic of the plight of modern man in a formless world. Characters representing buffoonery or the demoniac, apparently unaware of their plight, conveyed the authors' contempt. Characters within those extremes provided glimpses of a suffering center.

The playwrights used disordered scene arrangement, unrelenting exaggeration, mirthless laughter, the inexplicable, the scatological slap, grotesque parody, silence, and juxtaposition of sober realities and absurd incongruities.

These playwrights appeared to know the terribleness of their worldview and to care about the fate of man in a world they deemed grotesque.

Cortez, Jerry V. Fanny Janauschek: America's Last Queen of Tragedy. U of Illinois (Speech Communication).

This study examines Janauschek's American career, an attempt to provide the reader with an introduction to the last great tragedienne of the American theatre. In evaluating her career, it relies primarily on contemporary accounts of her performances.

Prior to her arrival in America, Janauschek had a successful European career in which she starred for twenty years. Her international tours took her to America in 1867 for the first of three successive American tours with her German company. She liked America, saw an opportunity for success, and spent the next thirty years as an English speaking actress on the American stage. During her prime, in the 1860's and 1870's, as a tragedienne she was compared to Rachel and ranked with Ristori, Cushman, and Modjeska.

Janauschek's mastery of acting and of the English language enabled her to achieve popularity for a while on the American stage. But the American theatre of the latter part of the nineteenth century was turning toward the more realistic melodramas and society dramas. She could not or would not adapt her outmoded style to fit these newer plays. So, her popularity waned, causing a sad ending to a once glorious career.

She went from poverty to wealth to poverty;

from obscurity to fame to relative obscurity. Nevertheless, Janauschek deserves a place in the history of the American theatre as an accomplished, dedicated artist, and as America's last queen of tragedy.

D'Aponte, Miriam Gisolhi. Continuing Ritual Theatre: Religious Traditions of the Sorrentine Peninsula and the Coast of Amalfi. City U of New York (Theatre).

Three forms of ritual theatre based upon religious traditions are to be found in this area of Southern Italy: processions, scenic representations, and occasional dramas. All are offered on specific occasions during the liturgical year. Street processions are organized on saints' days, on the feasts of the Madonna and of *Corpus Domini (Corpus Christi)*, and during the seasons of Christmas and Easter. Outdoor *altari* (literally altars, but usually huge, painted flats representing three-dimensional palaces or churches) are created for Corpus Domini, *presepi* (crèches) for the Christmas season, and *sepolori* (literally tombs, but actually scenic displays of various kinds) for Holy Thursday of Easter week. The seventh-century Neapolitan nativity play, *La cantata dei pastori (The Song of the Shepherds)*, is performed at Christmas time, and the twelve-year-old passion play, *La Passione di Gesù Cristo (The Passion of Jesus Christ)* on Good Friday. These differing forms of celebration were witnessed and observed during 1970-71 and are examined in detail. Appendices offer textual examples of the two plays.

This study also examines the recent curtailment of these celebrations by the Roman Catholic Church while continuing in its role as their producer. A parallel with the curtailment by medieval ecclesiastic authorities of dramatic additions to the liturgy which once they had encouraged is suggested. The future longevity of these enduring forms of ritual theatre in the Sorrento-Amalfi area is discussed, and the historical interest of their previously uncollected descriptions suggested.

Durham, Weldon B. An Invisible Armor: The United States Army's Liberty Theatres, 1917-1919. U of Iowa (Speech and Dramatic Art).

To enhance morale in the U.S. Army's training camps, the War Department built forty-four "Liberty Theatres" and provided plays, vaudeville, and motion pictures to 8.5 million soldiers. However, the Liberty Theatre venture was only partly successful. The need for camp theatres and attractions was carelessly estimated. While the cost of theatre construction, equipment, and maintenance was funded by the War Department, the cost of operations was not, thus compelling the collection of admissions from virtually penniless soldiers and necessitating appeals for volunteer performers. The appeals had limited success because the program failed to establish cordial relations with entertainment industry leaders and because leaders of the legitimate theatre could not organize the industry to meet its wartime responsibilities. The Liberty Theatres were forced to commence operations in early 1918 without operating funds because money loaned the program to underwrite the cost of camp shows was used instead to retire a debt incurred in a disasterous experiment with chautauqua entertainments during the early winter of 1917. The program also cut the cost of talent so the venture could show a profit, thereby limiting access to attractive, high quality entertainment. Finally, excessive centralization of authority in Washington stripped the local manager of his potential to adapt entertainments to local tastes. The Liberty Theatres of World War I were the Army's first effort to provide camp shows service-wide, and they established a practice carried on in the peace-time Army and up to the present day.

Farolan, Edmundo. Antonio Martinez Ballesteros and the Underground Theater of Protest in Spain. Bowling Green State U (Speech).

This dissertation provides an insight into the Theater of Protest in Spain by studying eight plays of Antonio Martinez Ballesteros and other plays by five representative playwrights of the underground theater of Spain.

Two methods were used: historical and critical. The historical approach provided a framework of reference for analyzing the present-day Spanish scene. This in turn served as background material for a better understanding of the new wave Spanish dramatists. Critical analysis was used in the study of the five representative playwrights' works, and focused on an in-depth study of eight plays by Antonio Martinez Ballesteros.

The research concluded that a crisis existed in contemporary Spanish theater and that the Theater of Protest emerged from this, as well as a growing disillusionment with the Spanish political situation. Its emergence had also resulted because of the impact of avantgarde movements in Europe and the United States. It was also shown from the analysis of the plays of these dramatists that their style in general was characterized by experimental forms ranging from the epic to the Absurd. However, because of the strict censorship in Spain, many of these plays remained underground.

This study was an attempt to complement George Wellwarth's *Spanish Underground Drama* by adding information which he had not included and by investigating more in depth the plays of these dramatists, particularly those of Antonio Martinez Ballesteros.
Abstracted by CHARLES BOUGHTON

Ferrell, David Michael. The Structural Functions of Rake Characters in Restoration Comedy. U of Missouri (Speech and Dramatic Art).

Restoration comedy is intellectual. It reflects a well-balanced, rational view of life within which the characters themselves are distinguished upon the basis of their intellectual prowess. At the pinnacle of rational attainment within these plays stands the rake character. Thus, an understanding of the rake is tantamount to a better understanding of Restoration comedy.

This study is a structural analysis of the rake character as he appears in eight Restoration comedies. Neither the rake's origin in the earlier comedies of humors nor his altered role in the late eighteenth-century sentimental comedies is crucial to this study.

The plays selected for analysis represent the work of three playwrights, Sir George Etherege, William Wycherley, and Wiliam Congreve, who were the undisputed masters of this genre. The eight rakes naturally fall into one of four groups because of structural kinship: inception, maturation, transition, and metamorphosis. Classification is based upon the rake's active participation within the social world of pretense depicted in the play.

As a structural analysis of character, first, this study inductively examines each rake character to discover how he functions within the organization of his particular play. Second, through comparisons and contrasts among various rakes, the study discovers three dramatic conventions which Restoration playwrights used to arouse specific comic effects. Third, the study reveals how the characterizations of the rake contribute to the structures of the selected comedies.

Fiet, Lowell Albert. Joseph Wood Krutch (1893-1970): Humanist Critic of the Drama. U. of Wisconsin (Theatre and Drama).

The American critic Joseph Wood Krutch (1893-1970) played an important role in the development of the forms of the American theatre of the twentieth century. Krutch saw the American theatre as a link between the humanistic tradition of Western drama and the democratic society being created in the "New World." Working as a scholar, essayist, and journalist, he was able to construct a theoretical apparatus appropriate to the interpretation of the American drama, recording in his criticism the creative impulses of the new art.

His career can be divided into three phases, the first of which was academic. His book, *Comedy and Conscience After the Restoration* (1924), is a scholarly essay on the modulation of English comic form which took place between 1660 and 1725. *The Modern Temper* (1929) examines new trends in American life and art. That work includes one of Krutch's most important critical essays, "The Tragic Fallacy."

The second phase of Krutch's career was devoted to the development of his craft as a journalistic reviewer. Between 1924 and 1952, he wrote for *The Nation* magazine hundreds of play reviews as well as articles on the nature of the drama and new trends in theatre practice.

The third phase of Krutch's career produced his "mature criticism." *The American Drama Since 1918* (1939/1957) is one of the first comprehensive analyses by a native critic of the works of new American playwrights of the 1920s and 30s. *"Modernism" in Modern Drama* (1953) studies the moral content of major plays in the modern theatre, European and American.

Joseph Wood Krutch was a major influence on the American drama. He sought through his criticism to establish a continuity between past and present, an equilibrium between material and spiritual needs, and an understanding of the drama's function in serving both.

Fleckenstein, Joan P. Eugene O'Neill's Theatre of Dionysus: The Nietzschean Influence Upon Selected Plays. U of Wisconsin (Theatre and Drama).

Eugene O'Neill's acknowledged debt to the ideas of Friedrich Nietzsche manifests itself in a particular pattern of experimentation in six plays: *The Emperor Jones, The Hairy Ape,* *The Fountain*, *Marco Millions*, *The Great God Brown*, and *Lazarus Laughed*. Analysis of these six plays in terms of the experimental pattern is the subject of this study.

Central to this pattern of experimentation was Nietzsche's interpretation of the Dionysian as a force pervading life; thus, a "Dionysian theatre." Included in it was Nietzsche's description, from *The Birth of Tragedy*, of a ritualized, celebratory phenomenon in Greek tragedy.

The purpose of these Dionysian experiments was to dramatize a number of Nietzsche's mature ideas (the death of God, eternal recurrence, the will to power, the transvaluation of values, and the superman) through Dionysian symbolism and imagery, in an atmosphere of ritual. The goal of these six plays was to offer a new, Nietzschean meaning for life in an experientially charged theatrical milieu. The audience was to share the experience played upon the stage and to be prompted, at times, to respond.

O'Neill's experiments in Dionysian theatre bear a similarity to the concept of a theatre of ritual expressed by Antonin Artaud and others. The six plays examined in this study can be seen as forerunners of subsequent, similar attempts away from realism and toward participatory theatre through ritual. In addition, O'Neill's dramatization of Nietzsche's philosophical ideas through Dionysian images places O'Neill in affinity with other twentieth century figures who have responded to Nietzsche's seminal ideas.

Gourd, E. William. Cognitive Complexity-Simplicity and Information Processing in Theatre Audiences: An Experimental Study. Bowling Green State U (Speech).

This was an exploratory study to investigate relationships between audience members' information-processing abilities and their perceptions of dramatic productions. Theoretical foundations were based upon the personality theory formulations of George A. Kelly and James Bieri and upon information-processing investigations by Schroder, Suedfeld, Driver, Streufert, and others.

Bieri's Rep Test was used to identify cognitively complex and cognitively simple subject groups; groups were further divided by sex. "Cloze" entropy procedures selected as a relatively complex stimulus Printer's *The Homecoming* and as a relatively simple stimulus Coward's *Private Lives*. The undergraduate student subjects were then exposed to the plays in regular production.

Independent variables were subject complexity/simplicity, subject sex, and stimulus complexity/simplicity. Semantic differential and Likert-type scales, factor-analyzed for this study, were the dependent variables eliciting a variety of responses to the two plays and to their characters. Five sets of dependent measures were subjected to multivariate analysis of variance. Post-significance examinations utilized discriminant analsis. Alpha levels were set at .05 throughout.

Results indicated that on particular dimensions of perception, complex and simple subjects responded significantly differently to dramatic characters; complex and simple subjects responded significantly differently to plays; perceptions of dramatic characters interacted with subject complexity/simplicity to produce significantly differing response patterns; and subject sex interacted with stimulus complexity/simplicity to produce significantly differing response patterns. Both Likert-type rating scales and "multiple-dimensionalizing" techniques such as discriminant analysis deserve more extensive use by theatre empiricists.

Gray, Virginia Pomroy. A History of the Kanawha Players of Charleston, West Virginia from 1922 to 1972. Bowling Green State U (Speech).

The purposes of this research were to provide a documented history of the Kanawha Players of Charleston, West Virginia, to find why this organization survived much longer than most community theatres, and to explore how the organization can survive its present difficulties.

Local daily newspapers, a theatre collection, and local members of the Kanawha Players provided the source material.

The data showed that the organization survived fifty years with little reason for continuity except for serving the artistic and social needs in the industrial community. Only nine officers served more than one term as President and five professional directors remained for no more than two years. For only nine years has the group had a theatre and workshop under one roof and the only property owned by the Players is the present workshop and rehearsal space. No financial records or secretaries' reports have been saved.

During its fifty years the Kanawha Players produced 317 plays and one-act bills of which 186 were modern comedies, eighty-eight were serious drama, fifteen were classics, four were musicals, and twenty-four were programs of one-acts, burlesque comedies and melodramas. The number of productions each season declined over the past few years and community services ceased.

To survive the organization must be unique in its play selection, cut costs and waste, become more community minded, provide social activities for the active membership, and utilize all the talents available in the area rather than only those of a select few.

Abstracted by **Harold Obee**

Gressler, Thomas H. John Murray Anderson: Director of Revues. Kent State U (Speech).

The purposes of this study were to explore the various forms of the musical revue and to investigate the directional methods and historical importance of revue director John Murray Anderson.

Several variants of the revue form were categorized by observation and comparison of man examples from the *Ziegfeld Follies* to *At The Drop of a Hat, Pins and Needles* to the *Jerry Lewis Revue*. One of these variants, the *grande revue,* was the form most associated with Anderson.

Anderson's directional methods were analyzed by comparing and correlating personal interviews with his associates and secondary sources. Anderson's sarcastic, witty, and charming personality affected his entire directorial style. He created the feeling of ensemble by alternately praising his casts lavishly, then castigating them maliciously; he created stunning visual beauty that was elegant and intelligent; he created evocative and delicate lighting designs by trial and error; he created a sense of tempo by precisely weaving all production elements into a smooth, slick fabric.

Because he attempted to transfer the principles of the new stagecraft to the popular musical theatre, Anderson was heralded as a revolutionary, "the Thomas A. Edison of the theatre," and "the Gordon Craig of musical comedy." With his *Greenwich Village Follies* series, *What's in a Name?,* and with designers like James Reynolds, Anderson created a new kind of revue somewhere between the *art nouveau* and vaudeville.

Haarbauer, Don Ward. A Critical History of the Non-Academic Theatre in Birmingham, Alabama. U of Wisconsin (Theatre and Drama).

Founded in December 1871, Birmingham, Alabama, is the youngest of the major southern cities, having relatively few ties to an antebellum past. This study attempts to describe and evaluate each theatre in terms of its influence, its place in the city's cultural life, and its individual characteristics which serve to make it significant to Birmingham's theatrical development. Thereby the study seeks to provide insights into the personalities of the people of Birmingham, the interaction of theatre art in Birmingham with the art on a national scale, and some idea of the tenacity of theatre on the local scene.

The two most persistent problems throughout the century have been interpersonal tensions resulting from conflicting personalities of local theatre participants, and problems in locating suitable performance facilities, especially for amateur groups.

Largely, Birmingham audiences, including local theatre critics, seem unable to evaluate quality in a theatre production, tending to be confused by excesses of emotion or of scenic spectacle. Throughout the first century of theatre in Birmingham, Alabama, virtually no attempts at innovation or individualism were made. Rather, theatrical trends in Birmingham have exactly coincided with theatre on the national level, theatrical development having been basically determined by external forces. Only now, as the city's second century begins, are forces beginning to coalesce which could guide the city's course from within rather than without.

Hezlep, William E. A History of the Detroit Opera House, 1898-1931. Wayne State U (Speech Communication and Theatre).

The purpose of this study was to investigate and record the history of the Detroit Opera House from 1898 to 1931.

Chapter I, "A History of Theatre in Detroit to 1898," gives the reader a historical view of the growth of theatre productions and theatre buildings within the city. This chapter also details how the Detroit Opera House came into existence and describes the terrible fire that destroyed it in 1897. Chapter II describes the physical aspects of the building and includes photographs of the exterior and interior. The third chapter details the factual history of the Detroit Opera House. Chapter IV, "Reflection of the Times," examines the changing American theatrical scene, the growth of Detroit, the rising cost of theatre productions, and the advent of the film and its effect on live theatre. Chapter V consists of an overview of productions and performers that appeared at the Detroit Opera House from 1898 to 1931 revealing the changing profile of American theatre in general and Detroit theatre specifically. Chapter VI, "The Opera House in Michigan," deals with the cultural importance of the "opera house" during the late 19th and early 20th Centuries. The final chapter states the writer's views as to why the Detroit Opera House was significant in the cultural heritage of Detroit.

Hogstrom, Harold R. The Treatment of War and Militancy in the American Theatre: 1919-1941. Syracuse U (Speech Education), 1969.

The general purpose of this study is to analyze the treatment given by the American theatre to the subjects of war and militancy between the end of the First World War and American entrance into the Second World War.

The specific objectives were to determine whether the theatre was sensitive to current events, how it related to public opinion, how consistent it was, whether causes could be assigned for opinion changes, and whether parallels existed between theatrical opinion and identifiable political positions. Eighty-seven plays produced during the period were examined.

Since the aim of the study was to relate theatrical rhetoric to its social and political context, I chose thirty-three events from the period which were pertinent to the subjects of war and militancy and described them; I extracted editorial reactions to each of these events from publications representing conservative, moderate and liberal opinion; and I recorded the results of public opinion polls from 1935-1941 which related to the events or to the subjects.

Discussions of the plays were interspersed with discussions of the selected contemporary events and reports of editorial reactions to those events. Beginning with 1935 the results of the public opinion polls were also adduced.

The study concluded that the theatre came to react more quickly and to make more contemporary allusions, German fascism evoked a more interventionist attitude, except between 1933 and 1938 opinion was consistent, the theatre moved from pacifism to interventionism, and opinion paralleled that in the liberal publications.

Hooks, Eugene James. The Players: Edwin Booth's Legacy to American Theatre. U of Missouri (Speech and Dramatic Art).

The dissertation comprises six chapters and nine appendixes. It is a descriptive and historical report of the genesis, development, holdings, and long term contributions of The Players. The study describes the environment out of which the club began, its subsequent growth, and the accumulation of its treasures. The Players is examined as a viable force in twentieth century American theatre.

Chapter I discusses the early life of Players' founder Edwin Booth and explains the possible motivations for his princely philanthropy. Chapter II continues the chronology of Booth and his inspired idea for a club, records its opening, describes the clubhouse and contents, and examines the emerging philosophy of the club under Booth's personal supervision. The third chapter records Booth's passing and the continuing growth and influence of the club under its second and third presidents, Joseph Jefferson III and John Drew. The important and successful Players' Broadway Revival Series is introduced and the first five productions treated.

Chapter IV includes the period from 1927 to 1950, the years when the club was guided by its fourth president, Walter Hampden. The final chapter reviews the last ten Broadway Revivals and presents a description of club activities, holdings, and operating procedures.

The study concludes that The Players indeed has been and continues to be a viable force in American theatre. Further, when measured against Edwin Booth's original goals for founding The Players, the organization has been a remarkable success.

Included in the Appendixes are: Booth's Deed of Gift; The Players Constitution; Deed; House Rules: Accumulative Roster (1889-1972); Library Holdings; Contents Inventory of the Clubhouse; Inventory of Booth's Personal Library; and an Inventory of Relics and Theatre Memorabilia.

Kendall, Robert D. A Rhetorical Study of Religious Drama as a Form of Preaching: An Exploration of Drama as a Complement to Monolog Preaching. U of Minnesota (Speech Cmmunication).

This is a historical critical study of what the author calls "preaching-through-drama," the use of a religiously significant drama as the sermon in a congregational service of worship.

After reviewing definitions and history of both preaching and religious drama, the author applies the critical method of Kenneth Burke (identification, dramatistic pentad, and motivational ratio) to three particular sermon-dramas (*It Should Happen To a Dog* by Wolf Mankowitz, *The Last Word* by James Broughton, and *The Crucible* by Arthur Miller), and shows how preaching-through-drama provides the preacher with an effective means of persuasion, employing many rhetorical techniques similar to and some not available to monolog preaching.

The author concludes that preaching-through-drama is historically consistent, theologically valid, liturgically compatible, pastorally relevant, and rhetorically sound, and, therefore, is a viable and potentially effective alternative to monolog preaching and should be considered seriously in a church's preaching program.

The dissertation ends with a few suggestions for introducing preaching-through-drama in the local church and by noting the major problems to be faced with suggestions on how they might be overcome. Attached as part of the bibliography is a listing of available sermons-in-drama.

Kendrick, Claranne. A Production Study of *Mourning Becomes Electra*. Bowling Green State U (Speech).

Eugene O'Neill's *Mourning Becomes Electra* was studied to determine the best method for staging the trilogy.

The play was explored through four areas: interpretative analysis, structural and style analysis, directing techniques, and technical elements. The theme, symbols, plot, and characters were examined to interpret the meaning of the play. Dramatic structure and language were studied to determine the best style for the trilogy's production. The direction techniques were explored in six areas: the motivational unit, composition, movement, business, emotion and key, and tempo. The technical elements discussed were setting, sound, costume, make-up, and lighting.

The themes are oppressive Puritanism and tragic fate, emphasized by three symbols: the Blessed Isles, the escape of death, and family resemblance. Analysis of the language revealed that O'Neill employed writing devices to project his theme: audible thinking, pause, *lapsus linguae,* key words, and attempted poetic diction. Extensive stage directions help indicate the theme through character groupings, symbolic movements and gestures, and effective use of emotional key and tempo. Technical elements communicate O'Neill's theme by the symbolic use of the colors white, black, and green in the settings and costumes. The mask-like make-up represents the need to conceal sins from the Puritanical God. Mood and theme are emphasized by the nocturnal lighting of the play. By emphasizing theme and dramatic excitement, O'Neill's controversial trilogy can be effectively produced.

Kiesby, Suzanne Blackburn. A Structural Analysis of American War Plays 1935-1948. U of Missouri (Speech and Dramatic Art).

This study investigates dramatic statements on war made between 1935 and 1948. The most prolific period of American war writing encompasses the years immediately before, during, and after the Second World War. Several playwrights limited their dramatic range exclusively to statements about war. This study analyzes the structural similarities between plays with subject, theme, thesis, or thought concerning war. The plays are considered in relationship to the historical context in which they were written.

The war plays of the Second World War possess a journalistic quality, leveling praise or blame through the scripts. Beyond entertainment and editorial review, the war plays serve the purpose of instruction. Both mimetic and didactic plays educated audiences concerning aspects and philosophies of war.

The playwrights of the war years suffered a de facto censorship due to the high emotional temperament of patriotism. Many anti-war plays of aesthetic excellence suffered short runs due to the unpopularity of their subject matter.

The playwrights frequently utilized the emotive powers of ridicule and fear in the structure of their plays. Perhaps most innovative, the playwrights utilized a dialectic or conflict theory of change to organize the structure and action of war scripts. The plays incorporated a dialectic through the use of counterpoint, opposition, and polarity.

Finally, the war plays written between 1935 and 1948 humanized conflict and stressed the human element in war. Despite patriotic causes and war spectacle, seldom do any of the plays lose sight of the individual soldier, psychologically or physically.

Koch, Bruno Alfons. Julius Bab's *The Theatre in the Light of Sociology, A Basic Outline*. A Translation and Commentary. U of Michigan (Speech Communication and Theatre).

Julius Bab (1880-1955), German theatre critic, *Dramaturg*, playwright and lecturer, published in 1931 his pioneering work, *Das Theater im Lichte der Soziologie, in den Grundlinien dargestellt*. Its reception was varied, including both substantial criticism and lavish praise. This study has provided a translation of the work, a background from which it was written and a critical appraisal.

Bab framed his study by the concepts of *form* and *content*, both of which are associated with formal sociology. However, they proved more useful organizationally than methodologically in that they assisted the author in structuring out a vast and complex subject matter. In point of method, Bab followed his humanistically oriented bent rather than accepted canons of scientific inquiry. Thus, his fundamental approach and method may be characterized as historically descriptive, psychological, subjective and intuitive in nature.

Bab's concept of theatre is based on a pervasively mystic mode of thought. Theatre, he maintained, answers to an instinctive and primordial need of man by helping him overcome his fear of life through mystical contact with a higher power. This, in Bab's opinion, was the *sine qua non* of all theatre and upon it he constructed his sociological considerations.

Bab's work still stands in theatre literature as a truly remarkable effort to raise many of the principal questions that any sociology of the theatre must address. Yet, it suggests also the need for further empirical and scientific research on the topic.

Koenig, Bruce. Theatre Royal, Drury Lane: An Architectural Study. U of Minnesota (Speech Communication), 1972.

This study traces the architectural development of the Theatre Royal, Drury Lane in London, England, from its origin in 1661 to the opening of the fourth theatre on the same site in 1812. The types of scenery and stage furnishings which equipped each theatre are also reviewed to illustrate their scenic capabilities. Throughout the paper architectural illustrations are included to clarify and authenticate items under discussion.

Major emphasis is directed toward an architectural restoration of each theatre at the time of its initial construction. Since there is very little extant architectural data concerning the first Theatre Royal (built by Thomas Killigrew in 1663) and the second Theatre Royal (designed by Sir Christopher Wren in 1674), an architectural history of each theatre is first traced, after which a restoration of the theatre is made by drawing inferences from its history.

The third Theatre Royal, designed by Henry Holland and built in 1794, was destroyed by fire in 1809, and thus has almost no architectural "history" as such. Numerous drawings and descriptions of the theatre when it opened are available, however, and the theatre is restored as it existed in 1794.

Koertge, Douglas J. Costume Design and Construction for a New Musical Comedy: *Clever Things*. U of Illinois (Speech Communication).

This is a study of the contribution of the costume designer to a production at the University of Illinois of an original musical comedy set in early nineteenth century Russia and based on folk tales of that country. The costumes had to suit the style and setting of the play, reflect and represent a variety of social levels and occupations, and withstand the strain of athletic dancing.

Part One deals with the designing of the costumes and costume accessories. It includes an account of the research, an explanation of the color scheme and the place the costumes were intended to have in the production as a whole, the preliminary sketches, and the final renderings.

Part Two is concerned with the construction of the costumes and costume accessories: buying, cutting, dyeing, fitting, and ageing.

Color photographs permit comparison of the designs with the finished costumes and a series of color photographs shows how the costumes contributed to the total design of the production.

Although the ideas and methods presented are solutions to the design problems of a particular production, they can be adopted and applied to other productions.

LaVista, Daniel J. An Investigation Into the Influence of Ramistic Rhetoric on the Rhetorical Expression of Shakespeare's Comic Heroines. Syracuse U (Speech Education).

The purpose of this study was to investigate the rhetorical implications of the Elizabethan convention of the boy actor. Specifically, the study explored the relationship between the boy actor's intense training in voice and gesture with the rhetoric of Peter Ramus, whose rhetorical design stressed *elocutio* and *pronuntiatio*. Finally, the study purported that, to accommodate this relationship, Shakespeare developed a rhetorical technique in the spirit of Ramistic rhetoric as detailed in Abraham Fraunce's *The Arcadian Rhetorike*.

The results of this study were as follows: (1) Shakespeare linked the figure of rhetoric to sense and structure, and with good reason; that is, he strengthened the speech of the comic heroines so that their lines were regulated by expressed figures with constant emotional and attitudinal connotations. (2) The comic heroines' use of rhetorical figures contributes substantially to their temperament and also establishes unique love relationships which are based almost entirely on wordplay. (3) The profile of the comic heroine features a high priority on speech and, by extension, on the rhetorical figures which give dramatic purpose to that speech.

Loup, Alfred J. The Theatrical Productions of Erwin Piscator in Weimar Germany. Louisiana State U (Speech).

Between 1920 and 1931 Erwin Piscator directed thirty-two productions in Berlin, establishing his reputation as a director of political theatre. This study investigates these productions in detail in an effort to gain an insight into Piscator's directional practices during early years of his career.

Piscator gained valuable experience in propaganda techniques with the Front Theater during World War I (1917-1918). Subsequently he directed agitation-propaganda productions in the Proletarian Theater (1920-1921) and non-political productions in the Central Theater (1921-1922). Especially significant is the ambivalence of his work between 1924 and 1927 when he directed productions both for the relatively conservative but well-established Volksbühne and for the radical Communist Party of Germany. In addition to work with these two organizations, he served as a guest director in Leopold Jessner's Stattliche Schauspielhaus. During the height of his fame (1927-1931) Piscator built on earlier experiments in the celebrated productions of his three Piscator-Bühnen.

Detailed examination of each of Piscator's shows reveals repetitive use of several techniques including projections, wax masks, textual alterations, interpretative readings, live music and actors planted in the auditorium. Piscator's work during these years is characterized by the social or political message emphasized by interruptions in production through mechanical and non-mechanical means. This study of Piscator's theatrical productions in Weimar Germany provides an insight on his theatrical practices and techniques. It furnishes a detailed examination of a significant part of the total picture of German theater during the twenties.

Mann, Martin. The Musicals of Frank Loesser. City U of New York (Theatre).

The purposes of this study were to examine the methods by which the musicals of Frank Loesser were created and to show that the book and scores were so well integrated that no one element could be removed without doing intrinsic harm to the whole.

A study was made of the traditions of the American musical theatre which existed during the lifetime of Frank Loesser in order to determine which of those traditions had any influence upon his work. Library research provided the necessary biographical background. Personal interviews and corespondance with his co-workers added insights into the series of changes the musical underwent as they moved toward their final form. This final form was studied by examining the printed scripts.

This study provides little known information relating to the process by which Fran Loesser's musicals were created. It also shows that Loesser's musicals, whether created individually or in collaboration, always tried to achieve a high level of integration of book and score.

Martin, Constance Barrie. Atlantic City as a Tryout Town. U of Illinois (Speech Communication).

Over 1100 plays tried out in Atlantic City from 1900 to 1935, yet today the city's importance as a tryout town is virtually forgotten. This study sought to determine how and why Atlantic City became the leading tryout town in America and what caused it to decline and no longer function in that capacity. It also sought to discover how Atlantic City's use as a tryout town reflected the conditions of theatre in New York and perhaps American theatre in general.

The primary materials were the newspapers of the period. Atlantic City newspapers furnished theatre listings, information on theatre buildings, and play reviews and New York newspapers supplied route listings, reviews, and supplemental information on productions and theatrical events.

The first chapter contains background information on the rise of the tryout system, a look at the first tryouts, and a short history of Atlantic City with emphasis on the growth of theatre there until the time of the first tryouts. The next three chapters cover approximately one decade each and present information on theatre buildings, the number and types of tryouts, and changing theatre practices regarding tryouts and the producers bringing them. The Atlantic City reviews were examined periodically as to content and accuracy by comparing them with the later New York reviews and with the success of the productions as reflected in their number of New York performances.

This study showed that Atlantic City grew as a tryout town because it met the needs of producers for a cosmopolitan audience near New York City and because it was a resort and thus oriented towards entertainment. Other forms of amusement also prospered in the city which during the 1920's began to attract audiences away from theatre. The stock market crash in 1929 accelerated the decline and afterwards theatre in Atlantic City did not recover along with the rest of the economy. Theatregoers switched to less expensive entertainment and motion pictures with first run or premiere showings soon filled the place once occupied by theatre there.

McDonough, Patrick D. A Comparative, Descriptive Study of Management Planning Practices in the Tyrone Guthrie Theater and the Milwaukee Repertory Theater. U of Minnesota (Speech Communication), 1972.

The study asks if a regional repertory theater can usefully apply the process of long-range planning. Exploration at this question included definition of terms, selection of target theatres, survey of the literature on long-range planning, construction of a management audit to measure planning at the target theaters, observation of each theater at work, interviews of each theater's leadership, and the drawing of conclusions in response to the initial question.

The two theaters selected for examination were the Guthrie Theater and the Milwaukee Repertory Theater. Interviews were conducted in order to accomplish the management audit. The audit poses questions regarding past, present, and future planning in five areas: board of directors, facility, administration, marketing-sales-audience development, and artistic company.

Little planning beyond the current season is done at either theater. Long-range planning, perhaps initially for a period of three years, can be done. The prime obstacles to be overcome are habit and the making of the key decisions. Although both theaters have ambitions for the future, neither has defined the need satisfaction it provides. Each has some idea of the specific excellence it possesses, but neither has made all the requisite priority decisions. Both theaters are sufficiently well-managed to be able to coordinate and control a plan of action. Both theaters can organize feedback to measure progress towards accomplishment of the objectives.

Melebeck, Claude B., Jr. A History of the First and Second Varieties Theatres of New Orleans, Louisiana, 1849 to 1870. Louisiana State U (Speech).

The purpose of this study was to present an account of presentations at the First and Second Varieties Theatres, New Orleans, Louisiana, which existed from 1849 to 1870.

New Orleans newspapers of the period, theses, dissertations, and books on New Orleans theartical history were consulted for information pertaining to the two theatres.

The First and Second Varieties Theatres were unique in that, though operating on a commercial basis, they were sponsored by a social organization, Louisiana Variety Association, composed of New Orleans citizens interested in theatrical entertainment. The organization hired such managers as Henry Placide, W. H. Crisp, John E. Owens, Lewis Baker, and W. R. Floyd, who assembled actors into repertory companies. Often dancers and singers were hired as part of the company. Activities at the Varieties included the standard popular plays of the day, Shakespearean plays, ballet, and other dancing, magic acts, and miscellaneous novelty acts. Usually one or two full-length plays were performed, with singing or dancing, and an after-piece. Occasionally "stars" were brought in, supported by the resident company. The theatres earned a reputation for successful dramatic productions, generally receiving good reviews for the excellence of the actors, scenery, and costumes. The First Varieties Theatre was destroyed by fire in November, 1854 and the Seond Varieties Theatre burned in December, 1870.

Miller, Ralph E. William Seymour: American Director, 1855-1933. Wayne State U (Speech Communication and Theatre).

Using William Seymour as a model, this historical-critical study examines the evolution of the nineteenth century director. Seymour's significance comes from his accomplishments in the areas of direction, management, and acting; and his associations with some of the outstanding theatrical personalities of the late nineteenth and early twentieth centuries. These achievements and associations are documented with materials found in the William Seymour Collection at the Princeton University Library.

This study summarizes the phenomena which contributed to the evolution of the modern director in American Theatre, examines the theatrical career of William Seymour, and provides an analysis of Seymour's directing theories and practices as exemplified by selected productions.

Semour's training in both the older forms of theatre and the newer, more realistic, melodramatic style helped him arrive at directoral techniques similar to those practiced by today's directors. The use of such practices as longer and more careful rehearsal periods, ensemble acting, coordination of all technical aspects of a production into a unified whole, motivated blocking, alternation and adaptation of the script to keep the action moving and the assignment of a motto to the script made him one of a handful of early innovative directors in American theatre.

Morris, William Carl. The Theatrical Writings of Henry Austin Clapp. U of Illinois (Speech Communication).

The purpose of this study was to formulate Clapp's theory of theatrical criticism. The principal sources, therefore, were his writings on theatre which appeared in the *Boston Daily Advertiser* from 1868 to 1902, in the *Boston Herald* from 1902 to 1904, in articles in *Atlantic,* and *Outing,* and in his book *Reminiscences of a Dramatic Critic.* His criticism was examined in files of these newspapers in the Massachusetts State Library, and in Clapp's scrapbooks in the Harvard theatre collection. Since it became clear that, while he prided himself on his knowledge of classic and contemporary plays, he did his best writing about actors. This study focused on his evaluations of such players as William Warren, Edwin Booth, Henry Irving, and Tommaso Salvini.

Clapp was devoted to Boston Theatres and thought Warren at the Museum showed the great training and versatility available in the resident company. Decorum, refinement, and passion were touchstones by which he judged acting. He found Booth's idealized acting made him the greatest native tragedian. He praised Irving's intelligence but thought he lacked passionate reach. He termed Salvini "master-player" because of the fierce inner conviction he brought to his best work.

Like William Winter and J. Ranken Towse, among the majority of nineteenth century theatre critics, he put morality before aesthetics. He stressed the need for the theatre to elevate public taste, but accepted plays as entertainment if they were morally clean and artistically constructed.

Although read and respected in Boston, Clapp had little influence elsewhere. Winter and Towse, with their wider readership, were better known. Of the two, Clapp most resembles Towse. Both expected the theatre to be moral, both resisted the rise of realism and preferred actors in the classical tradition. Clapp's provincialism, rigid moral position, and intellectual narrowness he has in common with Winter and Towse. Yet, two useful things emerge from his work: his overview of Boston Theatre from 1868 to 1904, and his reviews of great players which give useful insights for the student of nineteenth century acting.

Moss, Arnold. The Professional Actor as Performing Guest Artist in American Colleges and Universities. New York U (Speech and Educational Theatre).

The purpose of this investigation was to study the practice of the professional actor performing as guest artist in theatre productions of American colleges and universities. Primary sources used were contracts, documents, unpublished correspondence in the files of the American National Theatre and Academy and Actors' Equity Association, personal interviews, and two questionnaires.

The findings were: The program was motivated by the establishment at colleges of departments of "Dramatic Arts" and courses in acting. First evidence of a campus guest artist was in the 1930's. The professional actor became an increasingly frequent campus visitor through ANTA's National Theatre Service. In 1965 Actors' Equity assumed administration of the program. The study revealed reasons for use of the program, qualifications for the "ideal" guest artist, procedures for finding him, best timing for negotiations, requirements of Equity's Guest Artist Agreement, academic dissatisfaction with parts of that Agreement, methods of funding the program, rehearsal procedures, accomodations which non-professional directors and professional players must make to each other, aspects of actors' housing, and their adaptation to the college's theatre facilities and to the college community.

The descriptive analysis of 199 college participating in the program (1965-70) revealed wide geographical distribution, with a steady numerical increase each year. Means of support, nature of student population, size of student enrollment were determined. The number of professional players engaged, total work-weeks, and salaries were recorded.

Muschamp, George M., Jr. The Honolulu Theatre for Youth, 1955-1973; a Case-study of Government-related Theatre in the Primary and Secondary Schools of Hawaii. U of Minnesota (Theatre Arts).

This history of Hawaii's largest theatre group from its beginnings explores the relationship of its artistry and administration to local government agencies providing substantial funds for touring and construction of a new theatre building.

The author was artistic director of the Theatre for three years. Data were secured from interviews, theatre files, Hawaii State Archives, Hawaii State Library, and the University of Hawaii. The highly detailed treatment is placed in the cultural milieu of Hawaii and children's theatre in general, with emphasis on artistry, stage directors, and chronic problems.

The study shows that the Theatre enjoyed a unique period (1960-66) of great staff versatility and relative originality. Tenacity, stability, financial solvency, and sensitivity to audience and the community at large are revealed as the Theatre's chief administrative strengths, and scenery and costume design as its chief artistic ones. The conclusion is that the Theatre is in need of renewed long-range goals and well-articulated philosophical guide-lines. Recommendation for future growth is based on continued expansion of the resident professional paid staff by increased training and hiring of the most loyal volunteers and greater use in its artistry of Hawaii's non-European ethnic traditions. The study suggests ways for theatres to approach local governments for support and potential areas of beneficial reciprocation between theatre for child audiences and theatre for adult audiences as a means of moving theatre, generally, toward better interpretive quality, greater originality of expression, community responsiveness, and broader public appeal.

Neill, Elizabeth Lindsay. The Art of Minnie Maddern Fiske: A Study of Her Realistic Acting. Tufts U (Drama), 1970.

The study is an analysis of Mrs. Fiske's acting, based on review, promptbooks, and interviews from the file of three special collections. The purpose is to define the artistic aim and method of this leading exponent of psychological realism in the early twentieth century.

The art of Fiske is seen as sublimated realism, combining nineteenth-century aesthetic aims with a repressed natural style. Her art was influenced by Helena Modjeska, Ellen Terry, Eleanora Duse, and the critic George Henry Lewes, but distinctively moulded by her physical and emotional equipment to provoke criticism of her "mannered" voice and delivery, her "intellectuality," and her strong personality.

Fiske's style is explained as a studied method involving universal concept of inner character, selective design of natural, suggestive detail, and repressed intensity. She used her limited vocal range selectively, with abrupt contrasts for psychological effect. Her brittle staccato, upward intonation, and suddenly accelerated speeches were means to heighten her style. Intellectuality is evidenced in her wide reading, long study prior to rehearsal, character conception in terms of abstract qualitites, and "clairvoyant" projection of thoughts and feelings behind the line or in motionless silence. Instead of overwhelming viewers with passionate expression, she intensified their response with repression. Her varied, memorable impressions show versatile, artistic use of her strong personality.

Nelson, Kent E. A Survey of Dramatic Activity in Michigan Junior and Community Colleges. Wayne State U (Speech Commuinca- and Theatre).

The purpose of this study is to determine the status of dramatic activity in Michigan junior and community colleges as of June 1971. Taped interviews or letters were employed to gather information from twenty-nine of the thirty-two institutions. The results of the visits and letters compose the body of the dissertation. To facilitate the evaluation of these data, criteria for functioning of dramatic activities in education were established.

Individuals interviewed expressed concern with administration attitudes. Facilities for such programs were non-existent or intolerable in many cases. Except for a few progams, a less than positive attitude was found. Yet, as the results have been compiled, the over-all picture appears to be less appalling than individual interviews suggested. Although problems do beset many of the institutions, most of them are developmental. Those institutions enjoying longer experience or more open purses have developed standards from which those less successful can learn.

In spite of the hopeful factors, there is deeper, more urgent need for positive action. As the junior colleges continue to improve their transfer programs or to broaden into community service institutions, and as the community colleges continue to grow at the rate experienced in recent years, programs must be expanded and refined to meet the new needs. Existing dramatic activities are not sufficient to meet the current need recognized by the transfer and community service aspects of these institutions.

Newell, James S. A Critical Analysis of the Development and Growth of the Kenneth Sawyer Goodman Memorial Theatre and School of Drama, Chicago, Illinois, 1925-1971. Wayne State U (Speech Communication and Theatre).

The purpose of this study was to examine the history of the Goodman Theatre in order to explicate and evaluate the efficacy of a professional training program closely allied with a professional production program as one example of a resident professional theatre.

Primary sources for this study included the papers of Thomas Wood Stevens concerning the first years of the theatre; the house organs of the Art Institute of Chicago; archive material from the Art Institute concerning the foundation and growth of the theatre; recorded interviews with the head of the theatre, staff members and former students; private program collections; newspaper and periodical reviews and articles; brochure and curricular material of the school.

The conclusions drawn explicate the tremendous difficulties involved in developing, maintaining, financing and staffing a resident professional theatre while operating an allied school of the drama in the European tradition of a professional conservatory of the dramatic arts. It underscores the plight of privately financed regional theatres providing needed public exposure to the arts. And it demonstrates the need for public and governmental subsidy for such endeavors as well as the need for determined, enlightened and creative leadership for such organizations.

O'Neill, Patrick Bernard. A History of Theatrical Activity in Toronto, Canada: From Its Beginnings to 1858. Louisiana State U (Speech).

This study examined professional and amateur theatrical activity in Toronto from its founding in 1793 as the town of York until the termination of John Nickinson's managerial career at the Royal Lyceum Theatre in 1858.

Records of the nascent theatre in Toronto are fragmentary and elusive. Newspaper accounts provided the main source of data for the study, which is divided into two major sections. The first, a narrative history of Toronto theatricals, delineates the development of theatre against the changing social and economic structure of the city itself. The rural village of York saw only infrequent, itinerant players, but in 1853 John Nickinson established a resident stock company in Toronto, by then the railway hub of upper Canada. Biographical sketches of the performers who appeared in Toronto are footnoted to the text and constitute a prominent portion of this section.

A chronological day book, the second major section of this study, includes every recorded performance in Toronto with available cast lists and playwright's names. Appendix A, a Performer Index, lists in alphabetical order each performer and the dates of his recorded appearances in Toronto. Appendix B, an Alphabetical Play Index, lists the performance dates for each play produced in Toronto. Appendix C, a Playwright Index, lists every known author of plays and the titles of his plays produced in Toronto during the period of this study.

Pickering, Jerry Vane. The Medieval English Folk Drama. U of California, Davis (Dramatic Art), 1971.

This study considers the major types of the medical English folk drama, drawing together information from the areas of drama, philology, history, and archeology to explain the various types of folk drama in relation to the folk themselves.

It has long been suggested that there is a close connection between early folk drama and traditional patterns of folk ritual. These plays, in their themes, structures, and episodes reflect a patterned sequence of ritual acts which have always characterized the major seasonal festivals.

After origin, the most important problem attending on a study of the folk drama is determining its influence, both on the liturgical drama with which it co-existed and the art drama which followed. In spite of some disclaimers, stylistic similarities in passages of both the folk drama and the liturgical plays are too frequent to be accidental. And just as the folk drama influenced the liturgical drama, it also influenced the art drama. This is especially true in terms of the grotesque characters who first appear in the folk drama and who end up as the vice characters of the Renaissance drama.

The English folk play, throughout the medieval period, provided the largest part of the English people's dramatic diet. The fact that it never developed into a significant artistic drama is evident. However, it did provide the folk with a drama that was their own, and in the period before the tenth century it served to keep drama alive when it was in danger of extinction.

Porter, Robert E. Interaction Analysis and the Rehearsal Process: Director-Actor Influence and Response. U of Michigan (Speech Communication and Theatre).

In this study of six major productions at three universities, four investigative techniques were used to isolate some process variables of rehearsal interaction and to suggest some possible relationships among director influence, the emotional climate of rehearsals, and actor attitudes toward the director.

The first technique, a category system for the analysis of verbal communication, permitted an operational definition of director influence as the relative frequencies of two classes of verbal statements: those which created or maintained actor dependence, reinforcing director dominance and limiting actor freedom, and those which encouraged self-initiated actor work, expanding the range of actor behavior, and increasing the level of independence. Further analysis of verbal interaction was obtained by a computer program which tabulated the frequencies of selected interactions into a matrix.

A checklist measuring the variable of anxiety, depression, and hostility was used to relate director influence to the emotional states of actors.

Third, an actor attitude inventory measured the dimensions of enthusiasm for rehearsals, respect for the director, and rapport with the director. Analysis of the quantitative data indicated that director influence which included a high proportion of the class two statements referred to above was directly related to positive actor attitudes and inversely related to levels of actor stress.

Finally, open interviews revealed there was often a wide gap between director intentions and working methods. The study concludes with an analysis of the "rehearsal game"; the assumptions and strategies behind director roles are related to some "rules" of actor response.

Pyros, John A. Morris Gest: Producer-Impresario in the American Theatre. New York U (Speech and Education Theatre).

The scope of this research was to help ascertain the place of Morris Gest (1881-1942), producer-impresario, in the American theatre. In the main the study emphasized Gest's New York productions. Brief consideration was also given to Gest's biography and to his related activities in the performing arts. The study included Gest's early, heyday, and final theatre productions and their attendant critical reactions. Finally, there was a consideration of his entire work and its overall place in the American theatre.

Though assessment of producers remains difficult, it would appear that Gest who had been professionally associated with such performing arts luminaries as Stanislavski, Griffith, Duse, Fokine, Belasco, Balieff, Bel Geddes, Moissi, Reinhardt, Urban, Nemirovitch-Danchenko, Diaghilev, and such lavish productions as *The Miracle, Chauve-Souris, Mecca, Aphrodite, Afgar,* was one of the most exciting, daring, and farseeing producers. He was especially effective in his efforts to expose America to the catalyst of great international theatre.

Reney, G. Richard. The Dramatic Technique of the Comic Playwright Georges Feydeau. U of Missouri (Speech and Dramatic Art).

Although critics have overwhelmingly praised the plays of Georges Feydeau (1862-1921), they have furnished little analytic material concerning his dramatic technique. This study determines, through structural analysis, the organizing principles of Feydeau's full-length plays, and it investigates his selection of materials and the manner of their presentation in relation to the comic effect. An internal, inductive method of analysis, based on Aristotle's causal method, emphasizes the six traditional qualitative parts of drama. The chapters follow the hierarchical pattern of these qualitative parts because of their form-matter relationships. A final chapter summarizes the findings, and it follows with a delineation of meaning in the plays and a consideration of the relevance of Feydeau's comic spirit in the theatre of the nineteen seventies.

Georges Feydeau was a consummate craftsman. His uniqueness of construction lies in the contingent regularity and precision of the structtural elements. The machine-like interdependence of all the parts gives his plays their distinctive features. Feydeau's plays proceed from story patterns of cause and effect, chance and coincidence, misapprehensions, and conflicts between the sexes. The variations of these principles make each play different.

Feydeau laughed at truth. His plays mirror the inherent stupidity of man at odds with himself and his environment. An exaggeration of the human condition for purposes of entertainment is the essence of Feydeau's satire. The meaning of his plays is not a profound philosophical statement, but a mood of laughter. Only when laughter ceases to be relevant will the universal comic spirit of Feydeau's plays lose their meaning.

Rude, John Alan. Description and Analysis of Four Monthly American Theatre Magazines. U of Missouri (Speech ad Dramatic Art).

This study analyzes the content of four monthly American theatre magazines that exerted journalistic influence on the theatre in the United States between 1900 and 1950. The four periodicals are *The Theatre, Dramatics, Players* and *The Drama*, notable journals often neglected by theatre scholars.

Two of the journals, *Dramatics* and *Players*, were the only important monthly educational theatre journals of the period. *The Theatre* emerged in 1900 as the sole independent professional theatrical magazine, while *The Drama* evolved as the official organ of the Drama League of America.

For each magazine, this study provides information about its editors, purpose or policy, format, recurring and unique features. Each chapter investigates a magazine from its inception to its demise, or until 1950 in the case of those still publishing.

The investigation revealed that all four periodicals contributed individually to the encouragement and development of theatre in America. *The Theatre* and *The Drama* provided valuable information about the important theatrical issues of their day. *Dramatics* and *Players* exclusively reflected the theatrical interests of the high schools and colleges of America. *The Theatre* and *The Drama* ceased publication in 1931. *Dramatics* and *Players* both continue today.

This investigation proves conclusively that all four periodicals under consideration reflected both the modification and the maturation of theatre practices in the United States between 1900 and 1950. They remain by virtue of their eclecticism and their longevity as primary sources for all drama and theatre research concentrating on the first half of the century.

Rush, David Alan. Techniques of Biographical Drama Illustrated by "Beethoven/Karl." U of Illinois (Speech Communication).

The purpose of this study was to explore the techniques involved in writing a biographical drama. The method of investigation was the writing and production of a full-length play about Beethoven, titled "Beethoven/Karl."

The play dealt with the last two years of Beethoven's life. Although the play presented many events from his life, the main plot involved his relationship with his nephew-ward, Karl. Despite Karl's desire to join the army, Beethoven keeps him under his control. Tension develops, increases as Beethoven prepares for the premiere of the Ninth Symphony, and climaxes in Karl's attempt to commit suicide. Beethoven then grants Karl's request, allowing him to develop his own identity.

The theme of the play was that Beethoven's personality was suicidal. Karl and other characters personify aspects of life (love, business, family, music, and self-esteem); the action of the play was Beethoven's successive casting away these life elements, until he dies.

Writing the play involved dealing with problems of research and analysis of historical source materials. Facts about Beethoven's life influenced the theme, plot, and choice of characters, but within the established framework, specific facts were altered in order to make the play more effective. Changes in the script made during rehearsals demonstrated that historical accuracy was often a handicap; it was concluded that, although a writer of biographical drama must take account of facts, he cannot allow himself to be in every instance limited to them, but must give greated weight to the demands of the theatre.

Seeman, Bettie. A Descriptive Study of Theatrical Costuming in the Court of Louis XIV. U of Michigan (Speech Communication and Theatre).

The history of theatrical costuming has been examined only superficially by historians. Moreover, there is disagreement among scholars as to the actual mode of stage dress. This study examine the styles of theatrical dress in the court of Louis XIV primarily through graphic evidence. There are 208 illustrations utilized which were duplicated from original sources at the libraries and museums of Paris. Contemporary writings are used as supportive evidence.

Nine styles of theatrical dress were found to have been employed in diverse theatrical productions. Each category is defined, discussed, and illustrated through contemporary graphic sources. The aesthetic standards are also considered.

Major changes in attitude toward theatre and its costuming occurred during three time spans: 1600-1660, 1660-1680, 1680-1715. In the first period, theatrical design was just beginning to emerge as an art form. As a result, costuming was of great diversity and variable quality. In the second segment of time, the Court emerged as theatre's greatest patron. Under the protection of Louis, designers appeared and the specifically French style of costume evolved. The final period saw the emergence of opera as France's favorite entertainment. Consequently, the style of costuming utilized in opera influence all other forms of theatre.

Since opera was used politically to glorify the reign, an abundance of graphic records of opera designs were preserved from this last period. The study acknowledges this phenomenon in its analysis of the full range of theatrical costuming between 1643 and 1715.

Shelton, David Leslie. Dramatic Tension in Theory and Practice. U of Missouri (Speech and Dramatic Art).

While many theorists and theatre practitioners recognize tension as an important concept in dramatic literature, few define or clarify it. As structural element, tension includes only the qualities a playwright consciously utilizes in his works. Tension may unify plays of vertical movement. Such plays omit conflict and, in its absence, rely on tension. A mood may be one of tension. Rhythm is an important means for evoking mood. Rhythm depends upon change. A playwright suggests rhythms through ellipses, punctuation, capitalization, italics, and stage directions. Stage directions also indicate mood by their description of the technical aspects of the production. Lights, music, and setting all contribute to mood. Music and lighting changes contain rhythm. Unusual or disharmonious elements in the setting create tension in that they suggest future developments. Potential or imminence, creates tension. Foreshadowing satisfies this same quality because it suggests future developments. Plays of horizontal movement contain story elements that create tension. In such plays, much of the action involves efforts by the characters to re-achieve tensional balance. Character controls many foreshadowing devices and story elements. The concept of polarity involves both character and situation. It demands the attraction of opposite impulses. Since tension occurs first as awareness of discord, it arises on the thought level and results in action on the character or plot level. The two original plays following this essay demonstrate several tensional devices. *Aftermath,* particularly, depends on tension since it focuses upon a single decision.

Shelton, Lynn Mahler. Modern American Musical Theatre Form: An Expressive Development of Adolphe Appia's Theories of Theatre Synthesis. U of Wisconsin (Theatre and Drama).

Utilizing Adolphe Appia's theories of synthetic theatre as the basic theoretical framework, it is the purpose of this investigation to discern the nature of the intertexture of expressive elements in American musical theatre in order to establish a critical perspective for interpreting the form of this modern genre. This study traces the historic development of American musical theatre, identifies the essential components of this theatrical genre, and analyzes the musical-dramatic and musical-dramatic-choreographic patterns which characterize this synthetic form.

The American musical theatre of the eighteenth and nineteenth centuries adapted European forms to new uses. The late nineteenth and twentieth centuries saw the synthesis of traditional musical theatre forms with those more native in character, creating a characteristic intertexture. Three fundamental patterns of musical-dramatic syntheses emerged in the mid-twentieth century: the musical play, the music drama, and the musical narrative.

In the twentieth century, the American musical acquired choreographic elements as an additional characteristic of its form. Dance/movement as it is used in the American musical theatre can be defined in terms of three interpretative kinds: "representative," "expressive," and "synthetic."

Perhaps the most complete expression of Appia's concept of synthesis in American musical theatre is *West Side Story*. In this 1957 musical, poetry, music, and choregraphic elements combined to create an expressive complex. Most significant is the fact that movement, in close collaboration with music, creates and controls the dramatic action.

Slattery, Kenneth M. A History of Theatrical Activity in Fort Wayne, Indiana, with Emphasis on the Professional Theatre: 1884-1905. Kent State U (Speech).

The purpose of the study was to chronicle the history of theatre in Fort Wayne, Indiana, from 1884 to 1905, following in the main the method used by Odell in his *Annals of the New York Stage*. The writer, stressing professional theatrical activity, sought to discover information which would: identify the extent of theatrical activity in Fort Wayne; identify the major actors, combination companies, and stock companies visiting Fort Wayne; determine the major dramatic forms and plays most popular in the "provinces" during the period; show the extent and worth of local dramatic criticism; and show the importance of Fort Wayne as a "provincial" theatre town.

In terms of extent of activity, Fort Wayne during the period hosted more than 7,000 attractions in 4,285 days at seventeen theatres. The importance of Fort Wayne as a "provincial" theatre town was supported by the fact that at the high point of the period under study Fort Wayne was visited by many of the 500-odd different combination companies which toured America. Moreover, Fort Wayne, primarily because of its excellent railroad location on the only direct route between New York and Chicago, rivaled even New York City during the period in number of performances proportionate to population. Contrary to what many authors have suggested, the theatre "provinces" as typified by such a town as Fort Wayne were *not* cultural wastelands.

Somers, John Wilmot. The Sources and Aesthetics of Modern Drama. U of Missouri (Speech and Dramatic Art).

To determine the existence of a modern dramatic style, the study examines the philosophic and scientific background of the twentieth century, and correlates structural innovations in music, painting, and architecture with dramaturgical approaches in the century.

Such scientists and philosophers as Albert Einstein, Ludwig Wittgenstein, and Albert Camus indicated the twentieth century has evolved a relativistic or subjective world view wherein reality derives from the individual rather than from a predetermined objective structure. The arts have reflected this reality through an individualistic approach to creating, and through a relative manipulation of time and space, not to reflect the apparent world, but to express that artist's inner ideals or attitudes.

Rather than a single style, modern art reveals a continuum of styles designated in the study as modern romanticism, modern classicism, modern mysticim, and modern abstractionism. The playwrights used to illustrate what appears to be a persistent stylistic range in modern dramaturgy are August Strindberg, Frank Wedekind, William Butler Yeats, Hugo von Hofmannsthal, Bernard Shaw, Oscar Wilde, Edmond Rostand, Leonid Andreyev, Maurice Maeterlinck, and Alfred Jarry.

A persistent problem in modern appraisal has been a repeated attempt by critics to prove the sameness of different modern styles. Nor have critics fully considered the evolution of a new philosophic ground that has created this subjective fragmentation of style.

Stevens, David. A Study of Christopher Beeston and the Phoenix or Cockpit Theatre. Bowling Green State U (Speech).

The purpose of this study was to investigate a Jacobean/Caroline private theatre, the Phoenix or Cockpit: its manager, its repertory, its stage, its use of auditory and visual effects, and its audience.

Chapter one concerns Christopher Beeston's career and the five companies that played at the Phoneix. Chapter two presents the bibliographical principles that were used and assigns the ninety-two extant plays of the repertory to one of three reliability-of-evidence groups. Chapter three examines the stage directions, textual allusions, and scene sequences of the plays in order to reconstruct the structural features of the Phoenix stage. Chapter four concerns auditory and visual effects. Chapter five treats the audience of the Phoenix.

The study concludes that (1) Christopher Beeston's business acumen, theatrical expertise, and knowledge of human nature were responsible for the success of his companies. (2) Structural features of the Phoenix stage included a bare platform with a trap in the center; three doorways; a continuous upper acting space, including two "bay windows" above each of the side doors and a gallery-like area above the center door; an interior staircase located very near one of the side doors. Hangings were frequently used. Discoveries could be effected by placing hangings in front of any of the doorways. (3) Sound effects, music, properties, costume, and make-up were used for realistic effect or to enhance mood. (4) The Phoenix audience required variety in dramatic fare and preferred scenes colored by sex and spectacle.

Abstracted by CHARLES BOUGHTON

Stillwell, Janet E. A Descriptive Study of the Kalamazoo Civic Theatre 1929-1968. U of Michigan (Speech Communication and Theatre).

The Kalamazoo Civic Theatre, founded in September of 1929 and still functioning today, has never closed its doors, cancelled a performance, or decreased its services to its membership. The factor which contributed to this impressive record are the cultural make-up and demands of Kalamazoo as a community, the caliber and dedication of the membership, the outstanding physical plant, the professionalism of the staff, the quality of productions, and the thirty-nine year managerial guidance of Norman F. Carver.

This study examines the development of the Players' organization season by season from its founding, through its first thirty-nine years of existence, and ends with Mr. Carver's retirement in June of 1968. It focuses on policy changes, play selection, and innovative additions to the Players' production schedule. In addition, the study examines the Players' impressive and responsible leaderhip role in the development of community theatre within the state of Michigan, the Mid-west, and the nation.

The major sources of information for this study were *The Kalamazoo Gazette* and related press releases, and the Players magazine/program, *The Spotlight*. Additional information was provided by interviews with surviving founders of the organization, board members who served throughout the span of time covered, staff members, and the professional directors whose tenure with the Players covered twenty three of the thirty-nine years encompassed by this study.

Teague, Anne Dean. Thomas Wood Stevens' Contributions to American Art Theatre with Emphasis on the Kenneth Sawyer Goodman Memorial Theatre, 1922-1930. Louisiana State U (Speech).

This study describes and evaluates the contributions of Thomas Wood Stevens (1880-1942) to the art theatre movement.

The investigation focuses on Stevens' contributions at the Goodman Theatre, 1922-1930, and at the universities of Michigan, Stanford, Iowa, and Arizona. Stevens' letters, articles, brochures, lecture programs, addresses, pageants, contracts, interviews, books, and notes provide the source material.

The first chapter gives a biography of Stevens related to the contemporary theatre of his time, discusses the circuitous route which led Stevens to theatre as a vocation, and defines his views of art theatre. The next three chapters discuss the development and administration of the Goodman Theatre, the structure and policies, the Repertory Company, the Studio Group, and the theatre school of the Chicago Art Institute. The concluding chapter summarizes Stevens' work in educational institutions, national organizations, little theatres, and community theatres after his departure from the Goodman.

The study shows that Stevens envisioned a theatre for the artist who could experiment and educate. The endowed Goodman Theatre was the capstone of his ideal art theatre. It combined a repertory company of skilled artisans with a stringent educational training ground not only for artists but audiences.

When the Goodman venture failed Stevens continued to devote his energies to the theatre. His years of teaching at Michigan, Stanford, Iowa, and Arizona showed no betrayal of his beliefs nor compromise of his ideals. He consistently voiced and published his unswering concepts of art theatre.

Tews, Thomas C. A Reconstruction of the Settings for Three Operas Designed by Filippo Juvarra in Rome, 1710-1712. Louisiana State U (Speech).

The purpose of this study was to discover the construction procedures employed in building settings for early eighteenth-century operas by reconstructing three complete operas designed by Filippo Juvarra: *Constantino Pio* (1710), *Teodosio Il Giovane* (1711), and *Il Ciro* (1712). These were designed in Rome for the Cardinal Ottoboni for a small theatre in his official residence, the Palazzo della Cancelleria.

The study relied upon the libretto for each of the operas, containing engravings of all of the settings, Juvarra's sketches, scale drawings of the theatre, and works on perspective by three of Juvarra's antecessors. The settings were reconstructed by using the engraving for each of the scenes and the drawings of the theatre.

The study revealed the following: (1) Almost all of the scenery was composed of flat scenes placed parallel to the front of the stage. (2) Juvarra's design technique was in direct contrast to that of Andrea Pozzo and Ferdinando Galli-Bibiena in that he started by working on sketches of his scenes rather than on a ground plan. (3) Juvarra's design technique led him to experiment with the visual impression given by his settings, resulting in his developing four visual effects; he paid increasing attention to the mood of the scene in his lighting effects and settings—he depicted more landscape and less architecture, he relied increasingly upon asymmetric balance, and he deemphasized the vanishing point, bringing the eye of the spectator down stage to the performer.

Tritschler, James J. Three Variations on the History Play: A Burkeian Analysis. Ohio State U (Theatre).

The purpose of this study was to prepare a broader analysis of the genre of the history play than has previously been performed. Three plays were selected for the purpose: Shakespeare's *Richard II,* from the period in which the history was first developed; Schiller's *Wallenstein,* from the period in which the history was enjoying a huge revival; and Buchner's *Dantons Tod,* the first "modern" history.

The methods used were derived from the writings of the American critic Kenneth Burke. Pentadic analysis, cluster analysis, and formal analysis were used in concert.

Conclusions were derived concerning both the method of analysis and the subject proper. Burkeian method, long recognized by speech scholars, was found to be advantageous when applied to the study of the drama. With regard to the history play itself, existing definitions of the genre were found to be wanting due to excessive concentration upon the Elizabethan manifestation of the history. While prior critics appear to be correct in stating that the history should provide a definite politico-historical setting and a panoramic structure, other points made by earlier critics need some qualification. Rather than demanding that the protagonist be a public figure, one might do better to request that he be a spiritual embodiment of his age. While it appears correct to state that the history must embody the author's purpose to give form to a drama, other world-pictures besides the Elizabethan should be considered.

Wallace, Raymond V. Theatre Critics for Daily New York Newspapers, 1960-1970. Kent State U (Speech).

The purpose of this study was threefold: to investigate the role of the daily New York City newspaper critic of theatre as perceived by himself and the newspaper, to determine to what extent this philosophy was reflected in his reviews, and to determine if there were any truth to the assumed power the critics as a group hold over a play's success.

Eight daily critics and three newspaper editors were interviewed personally by the author. The interviews were recorded on tape whenever possible. The critics' output for all or part of the decade, 1960-1970, was then read, analyzed, and compared to the philosophies of the individual critics and editors.

It was discovered that the daily newspaper critic is not a "critic" at all, but a "reviewer." As a group they see themselves, for the most part, as a type of market researcher serving the potential audience of the theatre by describing the show to them and advising them to go or not to go. The evidence also would seem to refute the mythical power of the critics to control a play's success.

Weaver, Richard A. The Dramaturgy of Elmer Rice. U of Missouri (Speech and Dramatic Art).

The purpose of this dissertation was to first determine the theories of the playwright Elmer Rice, then to evaluate the effect of those theories on his playwriting practices. Rice's theories fall into two major divisions: his theories of life and his theories of art. A brief biography of Rice provides a basis for his theories of life. These theories are further divided into three main categories: political and economic, ethical or moral, and metaphysical and religious. Artistically, Rice's theories seemed at variance with his profession. He seriously questioned the capability of theatre art to achieve seriousness. He preferred to separate dramatic art (writing) from the art of the theatre (production). He felt that dramatic art was seriously hampered by its dependence on theatre art for its communication. Although all of the plays indirectly include some aspect of his beliefs, the past group most directly reflects Rice's theories. While most of his practices reflect his attitudes, some of his plays reveal disparities between his belief and his practices. Most notably these conflicts occur in the area of economic theories versus artistic theories. Most importantly, the study indicates the manner in which Elmer Rice reflected his own background and his times.

Weiland, Richard J. The Changing Concepts of Dramatic Action and Their Relationship to Theatrical Form. U of Minnesota (Speech Communication), 1972.

This study is based on the assumption that the form and idea of dramatic literature are related to the form and idea of theatrical production. The writer examines the relationships of certain concepts of dramatic action in the literary form which Barnard Hewitt has observed seem to call for movement patterns that suggest the illusion of "real life," and the relationships of certain types of action that call for compositional patterns which appear to deviate from the "true to life." The investigation is also guided by the assumption that the compositional factors of body position, area, level, space, and movement require artistic arrangement in order to arrive at a theatrical form consistent with the literary qualities of a given drama.

Five prompt books of professional productions are used as a means of illustrating how variations in the characteristics of dramatic action have been expressed in space on stage. The production books analyzed include *The Sea Gull Production Score, The Glass Menagerie, Mother Courage, A Dream Play, and Prometheus Bound.*

Documentary detail from the five production books indicates that an artistic arrangement of the compositional factors of body position, area, level, space, and movement contributes to a particular form on a continuum with one end labeled "'life-like" and the other "less life-like." The findings support the hypothesis that the changing concepts of dramatic literary action have a relationship to the form of theatrical behavior expressed in space on stage.

Whaley, Frank L., Jr. A Descriptive Compendium of Selected Historical Accessories Commonly used as Stage Properties. Florida State U (Theatre).

Articles in common daily use, most likely to appear in period stage productions were reached. For ease of reference, the material was divided into the following epochs: ancient Egypt, Homeric to classical Greece, Roman republic and empire, medieval Europe, sixteenth century, seventeenth century, eighteenth century, and nineteenth century.

The following practical categories of accessories were chosen and are treated in each epoch: food, table service, firemakers and illuminating devices, tobacco and related accessories, arms (but not armor), writing materials, toilet articles, and luggage.

In each epoch, new inventions, innovations and significant modifications on existing articles are noted and where practical illustrated with scale line drawings showing form. There are 311 plates of line drawings included in the work. Suggestions are given for adapting these objects to stage use. This work covers only the mainstream of western civilization.

Wilker, Lawrence J. The Theatrical Business Practices of William A. Brady. U of Illinois (Speech Communication).

This study examines the business practices of William A. Brady to provide insights into the usually confidential operations of a theatrical producer. Contracts, correspondence, account books, minutes of boards of directors meetings and business records in the Museum of the City of New York formed the basis of the study. These indicate how Brady assembled the elements of production, operated as a co-producer, exploited theatrical properties, and functioned as a theatre landlord.

.The study revealed that in assembling the elements of production Brady attempted to achieve maximum profit by gaining control over the artist and/or product through contracts constructed in his favor.

Brady adapted practices to fit changing conditions. When money could be made on the road he risked financial loss on Broadway for it. When film promised to become lucrative he joined the industry. When the Syndicate restricted him he reliquished a measure of his autonomy to the Shuberts thus gaining new control and economic rewards.

Flexibility was also evidenced in Brady's ability to view a single play as many products each with its own dinstinct market. It carried over into his operation of the Playhouse where he established a favored no-guarantee policy for himself and a variety of financial plans geared to extract maximum profit from other producers.

In general Brady relied on an elaborate structure of contractural rights to conduct business. He always took the offensive in dealings; thus, shifting the burden of proof to the other party while gaining the rewards of his action.

Wright, Mary Elin. The Effects of Creative Drama on Person Perception. U of Minnesota (Theatre Arts), 1972.

Three teachers each taught a creative drama class stressing characterization, a creative drama class stressing dramatic form, and an oral interpretation class for three different groups of sixth grade students from a middle class urban area. A fourth control group had no special instructions. The students were pre-tested on Feffer's Role Taking Task (RTT) and the Lunzer Instrument for formal reasoning ability. They were retested on the RTT immediately after the series of fifteen, 45-minute classes and again after an interval of 24 weeks during which they had no special drama or speech classes.

An intercorrelation between the Lunzer scores for formal reasoning ability were significantly related to improvement on the RTT (p. 15). Research with children of a wider age range is needed to determine if children must be capable of formal reasoning before they can learn through creative drama to take the perspective of other.

An analysis of variance was made to determine the effect of course of study, teacher, and sex on RTT improvement. Boys who had taken creative drama (but not girls) received significantly higher role-taking scores on a post-test (p. .05) and on a follow-up test 24 weeks later (p. .05). Thus creative drama is a demonstrated means of helping boys develop role-taking skills.

Wyman, Stephen J. A Translation and Critical Analysis of Two Plays by Alfonso Sastre. U of Michigan (Speech Communication and Theatre).

This dissertation provides English translations of two of Alfonso Sastre's most important plays, *La Mordaza (The Gag)* and *En la Red (In the Net)*. Along with the translations there is an extensive critical analysis of each play. These analyses take the point of view that the plays are intended for performance and should be analyzed as pieces of theatre rather than philosophical or literary tract. Consequently, the techniques of analysis employed are those which would aid in answering the quesion: how does this play work in Sastre's theatre?

There is also a brief consideration of Sastre's thought and art as they are reflected in his essays and plays, and an even briefer history of the modern Spanish theatre. These sections are included to be of service to the specific analyses and are not full studies in themselves.

It was shown that Sastre considers writing for the theatre to be a political act, and his task as a playwright is to find a method for translating political thought into theatrically viable works. He does this by creating an investigative theatre, one where narrative is the form and "penetrative realism" is the style. He attempts to bring the spectators to a "pre-political" state of mind, where they are ready to begin to take remedial action against the social injustices portrayed on stage.

Yen, Joseph Chen-ying. Two Modern Chinese Dramas Translated Into English: *A Stormy Night Visitor* by Chang Yung-Hsiang and *As Eternal as Heaven and Earth* by Wu Jo, Including an Introduction to Modern Chinese Drama. Brigham Young U (Speech and Dramatic Arts).

This dissertation is an English translation of two full-length modern Chinese dramas: Mr. Chang Yung-hsiang's *(A Stormy Night Visitor,* (Feng-yu Ku-Jen Lai) and Wu Jo's *As Eternal as Heaven and Earth* (Tien-chang Ti-chiu). These two translated plays are not only fine dramatic pieces but also quite representative of the creative lines followed by contemporary playwrights of the Republic of China.

This is the first English translation of these plays written by contemporary playwrights in Taiwan, the only free province of the Republic of China. Also, this dissertation includes an introduction to the development of modern Chinese theatre.

Zahler, William P., Jr. The Husband and Wife Relationship in American Drama from 1919 to 1939. Kent State U (Speech).

The study aims to determine if American dramatists and sociologists agreed on the identified major issues in the husband and wife relationship during the 1920's and 1930's. Sixty-three of 959 plays produced in New York City during the period were deemed most relevant to the problem. At least twenty works by social scientists were selected for reference.

The study concluded that the dramatists were sound social observers in that they agreed with the sociologists on the major issues. However, they did not always agree with sociologists as to the adjustments required in each case. As social thinkers both agreed on the marital adjustments made by newlyweds, on incompatibility as the prime source of the unhappy marriage, on the forgiveness of a husband's infidelity and on a reluctance to forgive the adulterous wife. Although both identified exaggerated individuation as a threat to marriage, only the dramatists as social thinkers championed to any extent the preservation of the married person as an individual in modern society. Although both agreed on the importance of romantic love as a requirement for the happy marriage, only the dramatists regarded romantic love as a panacea for many conflicts. Contrary to the sociologists, the dramatists as social thinkers refused to accept woman's emancipation in total and they rejected divorce as a final end to marriage. In addition, dramatists presented the husband as superior in most respects to the wife. Dramatists of the period advanced no new ideas in respect to the husband and wife relationship.

GRADUATE THESES AND DISSERTATIONS IN THE FIELD OF SPEECH COMMUNICATION: 1973

The information to follow is based on reports submitted by academic departments (or in several cases schools) within 161 colleges and universities. Unless otherwise indicated, thesis or dissertation projects were completed during the calendar year 1973. Identification numbers have been assigned to each title in consecutive order and in sequence with previous issues of the *Bibliographic Annual*. An asterisk appearing immediately after a dissertation identification number indicates that an abstract of that dissertation is included in the "Abstracts" section of this volume. Academic departments reporting theses and dissertations are identified in parentheses.

Effective with this issue of the *Bibliographic Annual*, thesis and dissertation title entries are cross-referenced by identification number in appropriate subject area bibliographies appearing in the preceding pages. In addition, a key-word index to reported *dissertation* titles and a reporting department index follow.

Academic departments sponsoring masters theses and doctoral dissertations in all areas of speech communication—mass communication, rhetoric and communication theory, public address, speech sciences, interpretation, theatre, interpersonal and small group interaction, forensics, and instructional development in these areas—are urged to submit entries. All previously unreported titles submitted are published even though completed in earlier calendar years. Reports of doctoral dissertations *in progress* now appear bimonthly in the "Research Notes" column of *Spectra*, the newsletter of the Speech Communication Association. Information and inqueries pertinent to either doctoral dissertations in progress or the report to follow should be directed to Patrick C. Kennicott, Associate Executive Secretary for Reseach, Speech Communication Association Washington office, 1625 Massachusetts Avenue, N.W., Washington, D.C. 20036.

FORENSICS
Doctoral Dissertations

Hill, Sidney R., Jr. A Study of the Effect on Non-ability Variables on the Outcome of Intercollegiate Debates. U of Florida (Speech), 1973. Ph.D. 26450

Shelby, Annette Nevin. The Development of the Theory of Argumentation and Debate. Louisiana State U—Baton Rouge (Speech), 1973. Ph.D. 26451*

FORENSICS
Masters Theses

Belch, Ted W. A Comparison of the Changes in Usage and Understanding of Debate Jargon by High School Students Attending a Summer Debate Workshop. Wake Forest U (Speech Communication and Theatre Arts), 1974. M.A. 26452

Clarke, Patricia. Some Analytical Skills a Forensics Student May Gain From the Study of English and Political Science. Pacific Lutheran U (Communication Arts), 1970. M.A. 26453

DeLoach, Daniel F. A Descriptive Study of the Qualitative and Quantitative Responses Made on Debate Ballots. U of South Florida (Speech Communication), 1972. M.A. 26454

Flanagan, George A. A Descriptive Study of Perception of the Comparative Advantage Case. Central Missouri State U (Speech Communication), 1973. M.A. 26455

Frank, Robert E. A Descriptive Study of the Nature and Financing of Successful High School Forensic Programs. Wake Forest U (Speech Communication and Theatre Arts), 1973. M.A. 26456

Hammer, Stephen Lloyd. An Investigation of Listening Ability in Speech Class at Ball State University. Ball State U (Speech), 1973. M.A. 26457

Haven, Richard Paul. A Rhetorical Analysis of the 1940 Pre-Convention Speeches of Wendell Wilkie. Ball State U (Speech), 1973. M.A. 26458

Leistikow, Norman A. A Study of Debate Judging in Selected Tournaments. Mankato State College (Speech and Theatre Arts), 1973. M.S. 26459

Levinson, Judith Hoy. The Effect of Personal Relevance of Task as it Relates to Socio-emotional Process in Decision-making. Queens College, City U of New York (Communication Arts and Sciences), 1973. M.A. 26460

McGee, Elizabeth Ann. A Study to Determine the Extent of Agreement Between Critic Judges and Debaters Concerning the Nature and Timing of Critical Events for Different Types of Affirmative Cases. Florida State U (Communication), 1971. M.A. 26461

Miller, Geri L. The Effect of Personal Relevance on the Quality of Group Products. Queens College, City U of New York (Communication Arts and Sciences), 1973. M.A. 26462

Morello, John Thomas. A Study of the Effects of Conceptual Differences in Evidence Upon the Analysis in Intercollegiate Debates. Northern Illinois U (Speech Communication), 1972. M.A. 26463

Russell, John Thomas. A Rhetorical Analysis of Selected Speeches of Governor George C. Wallace Delivered During the 1972 Presidential Primaries in Florida, Wisconsin, and Michigan. Ball State U (Speech), 1973. M.A. 26464

Settle, Peter L. An Analysis of Critical Consistency in Evaluating the Comparative Advantage Affirmative Debate Case. Marquette U (Speech), 1973. M.A. 26465

Tracy, John Berkley. An Argumentative Development of Spiro T. Agnew's Rhetorical Campaign Against the National News Media. Auburn U (Speech Communication), 1973. M.A. 26466

INSTRUCTIONAL DEVELOPMENT

Doctoral Dissertations

Bassett, Ronald Edward. The Effect of Training in the Use of Behavioral Objectives and Knowledge of Results on Student Performance in a Mastery Learning Course in Speech Communication. Florida State U (Communication), 1973. Ph.D. 26467

Baumeister, Roger. The Concept of Dialogue of Reue L. Howe. Northwestern U (Speech Education), 1973. Ph.D. 26468*

Blanche, Jerry D. An Evaluation of Speech Methods Courses in Secondary Teacher Preparation Programs of State-Supported Colleges and Universities in Missouri. U of Missouri-Columbia (Speech and Dramatic Art), 1973. Ph.D. 26469*

Booth, James Lee. An Investigation of the Effects of Two Types of Instructional Objectives on Student Achievement and Attitudes. Purdue U (Communication), 1973. Ph.D. 26470*

Civikly, Jean M. A Descriptive and Experimental Analysis of Teacher Nonverbal Communication in the College Classroom. Florida State U (Communication), 1973. Ph.D. 26471*

Conner, Laurence M. An Investigation of the Effects of Selected Educational Drama Techniques on General Cognitive Abilities. Southern Ilinois U (Speech), 1973. Ph.D. 26472*

Covington, Ann. A Study of Teachers Attitudes Toward Black English: Effects on Student Achievement. U of Pittsburgh (Speech and Theatre Arts) 1972. Ph.D. 26473

Dellinger, Susan E. Classroom as Process: A Dramatistic Observational Model. U of Colorado (Communication), 1973. Ph.D. 26474*

DelPolito, Carolyn M. The Development, Implementation, and Evaluation of A Self-Concept Enhancement Program. Purdue U (Communication), 1973. Ph.D 26475*

Hochel, Sandra S. The Relationship of Self-Concept As A Communicator to Effectiveness in Student Teaching. Purdue U (Communication), 1973. Ph.D. 26476*

Meyer, Arthur C. A Survey of Speech in Community Colleges. U of Missouri—Columbia (Speech and Dramatic Art), 1973. Ph.D. 26479*

Moore, Michael R. An Investigation of the Relationships Among Teacher Behavior, Creativity and Critical Thinking Ability. U of Missouri-Columbia (Speech and Dramatic Art), 1973. Ph.D. 26480*

Niles, Lnydrey. The Status of General Speech Programs at Predominantly Black Four-Year Colleges: 1971-1972. Temple U (Speech), 1973. Ph.D. 26481

Orban, Donald K. A Survey of Speech Education in the Public Senior High Schools of the United States, 1969-1970. Indiana U (Speech), 1973. Ph.D. 26482

Porter, Cynthia Kay. The American Adolescent: A Communication Study in Peer Group Structure and Interaction. Northwestern U (Interdepartmental Studies), 1973. Ph.D. 26483

Redfield, James L. A Descriptive Study of the Ohio Public Secondary School Speech Programs for 1971-72. Ohio U (School of Interpersonal Communication), 1973. Ph.D. 26484*

Ruby, James A. A Four-Year Interdisciplinary Humanities Program and Its Emphasis on Communication Techniques. Pennsylvania State U (Speech Communication), 1973. Ph.D. 26485*

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Sampson, W. Robert. An Experimental Investigation of the Application of Peer Group Instructional Methods to the Undergraduate Course in Group Discussion. Wayne State U (Speech Communication and Theatre), 1973. Ph.D. 26487*

Stanford, Monty Carlis. On Predicting the Effects of a Bilingual Children's Educational Television Program. U of Texas—Austin (Speech Communication), 1973. Ph.D. 26488*

Suczek, Marybelle R. Development of an Instrument for Measuring Outlining Ability. Wayne State U (Speech Communication & Theatre), 1973. Ph.D. 26489*

Torlidas, William. Defining Behavioral Objectives for the Teaching of Speech Communication: An Analytical Study. Temple U (Speech), 1973. Ph.D. 26490

Vogel, Robert Allen. An Analysis of the Relationship Between Teacher-Written Criticism and Improvement in Student Speech Performance. Purdue U (Communication), 1973. Ph.D. 26491*

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Waznak, Robert. A Descriptive and Evaluative Study of Contemporary Catholic Homiletic Services in the Light of the Second Vatican Council. Temple U (Speech), 1973. Ph.D. 26493

White, Opal Thurow. The Mexican American Subculture: A Study in Teaching Contrastive Sounds in English and Spanish. U of Oklahoma (Speech Communication), 1972. Ph.D. 26494

Wing, Julia Cummings. A Contrastic Study of Exercises and Drill Materials Used in the Study of Voice and Articulation. Temple U (Speech), 1973. Ph.D. 26495

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Masters Theses

Abramo, Charles. Communication With Special Reference to Drugs in Connecticut. Fairfield U (Graduate School of Communication), 1971. M.A. 26496

Atkins, Michael Wayne. A Study of Theatre Curriculum in Colleges and Universities in Louisiana. Northwestern State U of Louisiana (Speech and Journalism), 1972. M.A. 26497

Barnett, Aaron Paul. The Development of a Course of Study in Radio Sales. Memphis State U (Speech Communication), 1973. M.A. 26498

Barnett, Barry Arnold. Academic and Personal Characteristics of Some Students Enrolled in a Basic Course in Speech. Pennsylvania State U (Speech Communication), 1973. M.A. 26499

Belfanti, Theodore M. Communication Training in the Business Organization. Fairfield U (Graduate School of Communication), 1973. M.A. 26500

Benjamin, Barbaranne. A Preliminary Experimental Study of the Semantogenic Theory of Stage Fright. Pennsylvania State U (Speech Communication), 1973. M.A. 26501

Boatman, Sara J. A Descriptive Field Study to Determine the Feasibility of a Communication Training Program in a High School English Department. U of Nebraska-Lincoln (Speech & Dramatic Art), 1973. M.A. 26502

Brownell, Judith. Behavioral Objectives in High School Speech Education. State U of New York, College at Cortland (Speech and Theatre Arts), 1973. M.S. 26503

Burlingame, Mary Louise. Student Election of a High School Speech Course. Pennsylvania State U (Speech Communication), 1973. M.A. 26504

Buteau, June D. A Synthesis and Classification of Available Select Nonprint Materials for Speech Communication. U of Maryland (Speech and Dramatic Art), 1973. M.A. 26505

Coffman, Sara Jane. An Investigation of Teacher Response to Aggressive Verbal Student Behavior. Purdue U (Communication), 1973. M.A. 26506

Dowling, Susan A. Students' Perceptions of a Teacher's Level of Communication. State U of New York at Buffalo (Speech Communication), 1973. M.A. 26507

Engram, Joanne Lisa. Development of an Ideal Speech Teacher Student Attitude Survey as an Index of Role Behavior Preferences. Pennsylvania State U (Speech Communication), 1973. M.A. 26508

Erickson, Barbara Ann. A Survey of Introductory Speech Students to Determine What Units of Study Students Feed Should be Included in the Beginning Speech Course. U of Wisconsin-Superior (Communicating Arts), 1973. M.A. 26509

Finlay, Sally A. A Survey of the Nature of the First Course in Speech in Florida Community Colleges. U of Florida (Speech), 1973. M.A. 26510

Fogel, Daniel S. A Methodology for the Study of Young Children's Conversation in Natural Situations. Pennsylvania State (Speech Communication), 1973. M.A. 26511

Friedrich, Gerhard. Communication Training for Head Start Program Directors. Fairfield U (Graduate School of Communication), 1973. M.A. 26512

Gill, Kathleen. Teacher Orientated Manuel for Enrichment Television in the Classroom. Fairfield (Graduate School of Communication), 1973. M.A. 26513

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Coakley, Carolyn J. A Description of the State-of-the Art of Listening Research. U of Maryland (Speech and Dramatic Art), 1973. M.A. 26599

Cooper, John Martin. An Experimental Study of the Process of Communication in Small Group Consensus Formation. Wake Forest U (Speech Communication and Theatre Arts), 1973. M.A. 26600

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Daly, Ann Marie. Family Communication Patterns and Coorientational Accuracy. U of Kentucky (School of Communications), 1973. M.A. 26603

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Dutton, Jeanne M. A Communication Study of Groups Norms in Management and Labor Groups in Two Selected Companies in the State of Georgia. U of Georgia (Speech Communication), 1973. M.A. 26606

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INTERPRETATION

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Kearns, William G. An Examination of Materials and Methods Used in Professional and Educational Readers Theatre Productions from 1967-68 to 1971-72 Ohio U (School of Interpersonal Communication), 1973. Ph.D. 26661•

Maher, Mary Z. A Rhetorical Analysis of Shakespeare's *Troilus and Cressida*. U of Michigan (Speech Communication and Theatre), 1973. Ph.D. 26662•

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Ammassari, Elke Koch-Weser. Television Influence and Cultural Attitudinal Innovativeness: A Causal Approach. Michigan State U (Communication), 1972. Ph.D. 26685*

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Alexander, Joseph C., Jr. The Homilectical Theory and Practice of James T. Cleland. Ohio U (School of Interpersonal Communication), 1973. Ph.D. 26823•

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Bailey, Stevan F. A Rhetorical Study of the Inaugural Addresses of Orville Freeman, Elmer L. Andersen, Harold Levander, and Wendell Anderson. Mankato State College (Speech and Theatre Arts), 1973. M.S. 26902

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Cheney, Theodore. Below Harding's Fjord. Fairfield U (Graduate School of Communication), 1973. M.A. 26910

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Johnson, Charles L. A Non-Structured Rhetorical Analysis of the Persuasive Factors in the Forensic Speaking of Earl Rogers. California State U, Long Beach (Speech Communication), 1973. M.A. 26931

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Klinger, J. Philip. A Study of the Adaptation of Selected Sermons to Four Dimensions of Religious Commitment. Purdue U (Communication), 1973 M.A. 26935

Kucinich, Dennis. The Stokes-Stanton Feud: A Case Study of Reportorial Roles in Urban Political Conflict. Case Western Reserve U (Speech Communication), 1973. M.A. 26936

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Walker, Margaret L. A Content Analysis Technique For Analyzing Emotional and Logical Proof in Selected Extremist Speeches. Florida State U (Communication), 1971. M.S. 26960

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Doctoral Dissertations

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Cox, James Robert. The Rhetorical Structure of Mass Protest: A Criticism of Selected Speeches of the Vietnam Anti-war Movement. U of Pittsburgh (Speech and Theatre Arts), 1973. Ph.D. 26982

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Jensen, Jon Keith. An Experimental Investigation of the Effects of Speech Anxiety on the Perception of Audience Feedback. U of Iowa (Speech and Dramatic Art), 1973. Ph.D. 27001•

Keezer, Philip W. Temporal and Valuational Dimensions of the Image of Man Held by Campus Religious and Parareligious Leaders. Ohio State U (Speech Communication), 1973. Ph.D. 27002•

Kendall, Robert L. The Prophetic Impulse: The Philosophy of a Liberal Protestant Religious Rhetoric. Indiana U (Speech), 1972. Ph.D. 27003

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Krill, Mary Alice. Relationships Between Parent-child Interaction Patterns and Pre-school Children Level of Private Speech and Syntactic Understanding. U of Denver (Speech Communication), 1973. Ph.D 27008•

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Leake, Woodrow W., Jr. A Study of Idological Rhetoric: Systemic Argument on War and Peace in High School American History Textbooks. U of Florida (Speech), 1973. Ph.D. 27010

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Lilienthal, Nathan. An Empirical Investigation of the Influence of Dogmatism, Ego-Involvement, and Issue Position on Speech Ratings. U of Southern California (Speech Communication), 1973. Ph.D. 27012•

Litfin, Allen Duane. Theological Presuppositions and Preaching: An Evangelical Perspective. Purdue U (Communication), 1973. Ph.D. 27013•

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Orr, C. Jack. Sponsorship, Self Presentation and Legitimacy. Temple U (Speech), 1973. Ph.D. 27023

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Purdy, Michael W. Communication and Institution in the Phenomenology of Maurice Merleau-Ponty. Ohio U (School of Interpersonal Communication), 1973. Ph.D. 27027

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Seibert, David Robert. An Exploratory Study of Individual Differences in Modes of Signifying. U of Denver (Speech Communication), 1973. Ph.D. 27031•

Selvar, Drew K. Legal Thinking in Six Selected Civil Liberties Decisions of the Warren Court. Southern Illinois U (Speech), 1973. Ph.D. 27032•

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Shellen, Wesley. The Relation Between Scores on a Listening Achievement Test and the Interestingness of the Message in Several Conditions of Extrinsic Incentive. Ohio U (School of Interpersonal Communication), 1973. Ph.D. 27034

Shipman, James K. A Factor Analytic Investigation of Organizational Source Credibility Using First-Level Supervisors as Subject Populations. Kent State U (Speech), 1973. Ph.D. 27035*

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Albrecht, Charles E. Grammaticalness: A Test of an S-V-O Model of Deviant Sentence Processing. Indiana State U (Speech), 1973. M.A. 27053

Allen, Arthur Marvin. The Dialectic of Plato. San Francisco State U (Speech Communication), 1973. M.A. 27054

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Bartholomew, Richard A. The Effect of Music Played at a Competitive Volume Level as Positive and Negative Stimuli to Learning and Retention of Relevant Information. San Jose State U (Speech-Communication), 1973. M.A. 27059

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Catt, Isaac E., Jr. Logography: An Appraisal of Rhetorical-Critical Implications. Southwest Missouri State U (Speech and Theatre), 1973. M.A. 27067

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Hamm, Russell Earl. An Investigation of the Concept of Understanding. Northern Illinois U (Speech Communication), 1972. M.A. 27091

Hammond, Robert Melfin. A Study of the United States' Persuasive Effort Concerning the Admission of the People's Republic of China to the United Nations. Indiana U (Speech), 1972. M.S. 27092

Hauptman, Anna R. The Semantic Differential as a Measure of the Differences in Concept Meaning Between Drug-free and Drug-involved Adolescents. U of Maryland (Speech and Dramatic Art), 1973. M.A. 27093

Hebert, Patrick J. Relationships Among Attitude Extremity, Polarity, and Intensity. North Texas State U (Speech Communication), 1973. M.A. 27094

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Jones, Thomas F. A Rhetorical Study of Black Songs: 1860-1930. U of Georgia (Speech Communication), 1973. M.A. 27098

Keckley, Paul H., Jr. Theoretical Analysis of the Political Image. Ohio State U (Speech Communication), 1973. M.A. 27099

Kelley, Robert Lee. An Attempt to Experimentally Induce Role Taking Activity to Affect Persuasive Communication. Kent State U (Speech), 1973. M.A. 27100

Kodis, Katherine L. The Rhetoric of the Engineering School Controversy in South Dakota From February 11, 1971, Through March 19, 1971. South Dakota State U (Speech), 1973. M.A. 27101

Krog, Marilyn June. The Voice of Black Americans 1965-70: A Perspective on Movement Rhetoric. U of South Florida (Speech Communication), 1972. M.A. 27102

Legeros, Constance. Communication in Planned Social Change: An Examination of a Program to Train Voluntary Change Agents. U of Minnesota (Speech Communication), 1973. M.A. 27103

Levey, Marc B. A Study of the Communicative Exchange Between Merchants and Consumers as the Consumer Complains. Pennsylvania State U (Speech Communication), 1973. M.A. 27104

Lodle, Steve E. Sexual and Excretory Vernacular: A Delineative Examination and Empirical Analysis of the Nature, Scope, and Function of Taboo, Inhibitory, Euphemistic, and Dysphemistic Communication Paradigms. California State College, Long Beach (Speech Communication), 1972. M.A. 27105

Loisel, Susan Rae. The V.L.W. in the I.A.D.P.: A Study of Communication and Development. U of Virginia (Speech Communication), 1973. M.A. 27106

Lyne, John Russell. The Rhetorical Implications of Perspective in Kenneth Burke. U of Texas—Austin (Speech Communication), 1973. M.A. 27107

Mahon, Dennis. Harold A. Innis and Communication Theory. Fairfield U (Graduate School of Communication), 1972. M.A. 27108

Mathis, Dan R. An Investigation of Varying Degrees of High Discrepancy and Change in Highly Involved Subjects: A Concept Formation Problem. U of Houston (Speech), 1973. M.A. 27109

Maxfield, Anna Belle. A Comparative Analysis of the Philosophy of Interpersonal Communication as Compared with the Ancient Philosophers of Taoism and Hinduism. Kearney State College (Speech), 1973. M.S. 27110

McCormick, Dixie Jean Helmick. Listener Judgments of Speaker Credibility and Recall of Information as a Function of Selected Stylistic Variations in Information Speeches. Pennsylvania State U (Speech Communication), 1973. M.A. 27111

Michel, Leslie Ann. Levels of Comprehension and Activation Under Conditions of Time Compressed Speech. Florida State U (Speech), 1970, M.S. 27112

Miles, Elizabeth M. A Linguistic Analysis of Martion Luther King's Adaptation to Various Audiences. Central Missouri State U (Speech Communication), 1973. M.A. 27113

Morris, Glenn Jerry. An Analysis of the Suasory Methods Used by Ambrose Bierce in Four Civil War Short Stories. Pennsylvania State U (Speech Communication). 1973. M.A. 27114

Myers, Robert J. A Critical Study of the Rhetorical Strategy of the Common Cause Political Organization. Queens College, City U of New York (Communication Arts and Sciences), 1973. M.A. 27115

Nescott, Adrienne M. Effects of Background Music on Attitude Change from Persuasive Messages. Illinois State U (Information Sciences), 1973. M.S. 27116

Novak, Rynell S. An Analysis of Attitudes Toward the Role of the PTA and its Communication of Goals and Programs. North Texas State U (Speech Communication), 1973. M.A. 27117

Olsen, Kathleen Hanson. The Rhetorical Situation of the English (Ascending-Bid) Auction. Pennsylvania State U (Speech Communication), 1973. M.A. 27118

Osborne, Leonard. A Burkeian Critique of Some Prescriptions for Conversation. U of California, Santa Barbara (Speech), 1973. M.A. 27119

Ottinger, Charles Franklin. The Rhetoric of Conversation. Ohio State U (Speech Communication), 1973. M.A. 27120

Parsons, Judith F. Rhetoric of Science Fiction in H.P. Lovecraft. U of Virginia (Speech Communication), 1973. M.A. 27121

Ramsey, Carol Suzanne. Psychiatry and Rhetoric: A Comparison of Two Systems of Communication as Described in the Theories of Jurgen Ruesch, Harry Stack Sullivan, Carl R. Rogers, and the *Rhetoric* of Aristotle. Pennsylvania State U (Speech Communication), 1973. M.A. 27122

Reagan, Richard. An Investigation of the Effects of Increased Message Transformational Complexity on the Comprehension of Spoken English Messages. Michigan State U (Communication), 1973. M.A. 27123

Ricks, Dana Carol. 1972 Presidential Campaign Investigation Based On Attitude Measurement of Candidate Images. North Texas State U (Speech Communication), 1973. M.S. 27124

Roemisch, Jerry. Family Crisis Intervention Training: A Creative Framework. North Texas State U (Speech Communication), 1973. M.A. 27125

Rushin, Jayne McCollough. A Rhetorical Analysis: Frank Stanton's Speeches and Statements in Defense of "The Selling of the Pentagon." Auburn U (Speech Communication), 1973. M.A. 27126

Sarant, Christine. Philodemus: On Epicurean Rhetoric. Colorado State U (Speech and Theatre Arts), 1973. M.A. 27127

Schooley, Jane Patricia Wells. An Examination of Winans' and Woolbert's Concepts of Persuasion in the Context of Early Twentieth Century Psychology. Pennsylvania State U (Speech Communication), 1973. M.A. 27128

Schreiman, D. Bruce. The Effects of Authority Influence and Peer Influence on the Perception of Credibility. San Jose State U (Speech-Communication), 1973. M.A. 27129

Smith, Jane E. An Experimental Study of the Impact of Clinical Psychodiagnosis, Diagnostic Concept, and Dogmatism on the Perception of Psychopathology. U of Nebraska at Omaha (Speech), 1973. M.A. 27130

Smith, Val Ray. Verbal Operant Conditioning and Response-Reinforcement Contingency Awareness. U of New Mexico (Speech Communication), 1973. M.A. 27131

Sokoloff, Kent Alan. An Examination of an Argument Concerning the Concept Metacommunication. Pennsylvania State U (Speech Communication), 1973. M.A. 27132

Soyama, Masaru. The Tactile Role of Communication: A Neglected Sense. Indiana U (Speech), 1972. M.A. 27133

Stripling, Barbara Kay Moser. Film Study Programs in Colorado Public High Schools. U of Colorado (Communication), 1973. M.A. 27134

Strombom, Tracy Allen. A Systems Analysis of Interactive Aspects of Jazz Music. Southwest Missouri State U (Speech and Theatre), 1973. M.A. 27135

Sylvestre, Heidi. Cultural Judgments of Emotion from Paralinguistic Cues. Queens College, City U of New York (Communication Arts and Sciences), 1973. M.A. 27136

Waldbrand, Warren. A Dramatistic Analysis of the Supreme Court Decision in the Case of

Roe v. *Wade*. Queens College, City U of New York (Communication Arts and Sciences), 1973. M.A. 27137

Warren, Timothy S. A Study of the Pulpit Speaking of Stephen F. Olford. Bowling Green State U (Speech), 1973. M.A. 27138

White, Eugene R. A Rhetorical Analysis of Audience Adaptation in the French and English Editions of St. Jean De Crevecoeur's *Letters From an American Farmer*. Indiana U (Speech), 1973. M.A. 27139

Wilson, Janice. A Study of Male and Female Source Credibility. Ohio U (School of Interpersonal Communication), 1973. M.A. 27140

SPEECH SCIENCES

Doctoral Dissertations

Altshuler, Sherry. The Effects of Supplemental Oxygen Respiration on Aphasic Hemiplegic Adults. Temple U (Speech), 1973. Ph.D. 27141

Arnst, Dennis James. An Examination of Lingual and Palmar Vibrotactile Sensitivity Measurements of Selected Normal Hearing and Hearing Impaired Young Adults. Ohio U (Hearing and Speech Sciences), 1973. Ph.D. 27142

Austin, Gary Francis. Knowledge of Selected Concepts Attained by the Deaf Adolescent Population. Northwestern U (Communicative Disorders), 1973. Ph.D. 27143

Becker, Nancy Graybill. A Study of the Effects of Posture on Durational and Rate Measure of Breathing of Athetoid Cerebral Palsied Children and Normal Children. Northwestern U (Communicative Disorders), 1973. Ph.D. 27144

Berrett, Melvin V. Some Relations Between Interaural Attenuation and the Occlusion Effect. U of Iowa (Speech Pathology and Audiology), 1973. Ph.D. 27145

Berti-Bell, Fredericka. The Velopharyngeal Mechanism: An Electromyographic Study. City U of New York (Speech and Hearing Sciences), 1973. Ph.D. 27146*

Brownell, Winifred W. The Relationship of Sex, Social Class, and Verbal Planning to the Disfluencies Produced by Nonstuttering Preschool Children. State U of New York at Buffalo (Speech Communication), 1973. Ph.D. 27147*

Canfield, Kenneth L. Relationships Among Functional Articulation Disorders, Visual Perception, and Auditory Discrimination in Elementary School Age Boys. State U of New York at Buffalo (Speech Communication), 1973. Ph.D. 27148*

Chesnutt, Berner She. Simultaneous Recording of Cochlear Microphonic Potential and Auditory-Nerve Single Unit Discharges in Guinea Pig. Northwestern U (Communicative Disorders), 1973. Ph.D. 27149

Chin, May Elizabeth. Thresholds for the Binaural-Beat Stimuli as a Function of the Interaural Noise Correlation. Northwestern U (Communicative Disorders), 1973. Ph.D. 27150

Ciliax, Donald. Lipreading Performance as Affected by Continuous Auditory Distractions. Michigan State U (Audiology and Speech Sciences), 1973. Ph.D. 27151*

Cohen, Melvin S. Intersensory Processing Efficiency of Fluent Speakers and Stutterers. U of Utah (Communication), 1973. Ph.D. 27152*

Conture, Edward G. The Effects of Noise Upon the Speaking Behavior of Stuttering. U of Iowa (Speech Pathology and Audiology), 1972. Ph.D. 27153

Dallmann, William C. Linguistic Performance in Children Six Through Nine. Purdue U (Audiology and Speech Sciences), 1973. Ph.D. 27154*

DelCalzo, Primo. An Examination of Speech Processing Abilities in Children with Phonemic Variations and Children with Phonemic-Syntactic Variations. Case Western Reserve U (Speech Communication), 1973. Ph.D. 277155

Diggs, Charles C., Jr. Coarticulation in Dysarthric Speech: A Spectrographic Study. Purdue U (Audiology and Speech Sciences), 1973. Ph.D. 27156*

D'Simoni, Frank. An Exploratory Study of Articulatory Behavior in Three, Six, and Nine Year Old Speakers, with Particular Reference to Effects of Various Phonetic Environments Upon Phoneme Duration. Temple U (Speech), 1972. Ph.D. 27157

Duchan, Judith Felson. Three Stages in Children's Development of Language. U of Illinois (Speech and Hearing Science), 1973. Ph.D. 27158*

Dunn, Derek E. The Measurement of Monaural Adaptation to Suprathreshold Stimuli Via Masked Threshold. U of Cincinnati (Speech Pathology), 1972. Ph.D. 27159*

Evans, Mary Ann. Perceptual Discrimination in Mentally Retarded Children and Children with Specific Language Disabilities. Northwestern U (Communicative Disorders), 1973. Ph.D. 27160*

Flowers, Charles R. Short-Term Retention in Aphasic Patients. U of Iowa (Speech Pathology and Audiology), 1972. Ph.D. 27161

Fontana, Marie C. Experimental Modification of Disfluent Speech Behavior in Children. Teachers College, Columbia U (Speech Pathology and Audiology), 1972. Ph.D. 27162*

Fox, Philip, II. Samuel Silas Curry's Theories of Voice Training: A Modern Perspective. Wayne State U (Speech Communication and Theatre), 1973. Ph.D. 27163*

Francis, William Charles. An Investigation of Disfluency Differences in the Speech of Normal Speakers and Stutterers Under Two Different Auditory Feedback Conditions. Ohio U (Hearing and Speech Sciences), 1973. Ph.D. 27164

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Harlan, Carl, Jr. Incidence and Relationship of Voice Disorders within Divergent Psychotic Populations. U of Utah (Communication), 1973. Ph.D. 27166*

Henri, Bernard Paul. A Longitudinal Investigation of Patterns of Language Recovery in Eight Aphasic Patients. Northwestern U (Communicative Disorders), 1973. Ph.D. 27167

Hoffnung, Audrey S. An Analysis of the Syntactic Structures of Children with Deviant Articulation. City U of New York (Speech and Hearing Sciences), 1973. Ph.D. 27168*

Horwitz, Betty. Effects of CO_2 Inhalation on Selected Oral Language Tasks of Adults with Aphasia. Teachers College, Columbia U (Speech Pathology and Audiology), 1973. Ed.D. 27169

Hotchkiss, John C. Perceptual Differences in the Fluent Speech of Stutterers and Non-Stutterers. Purdue U (Audiology and Speech Sciences), 1973. Ph.D. 27170*

Hufnagle, Jon. An Electromyographic Study of Selected Palatal Muscles Following Cleft Palate Repair. Wayne State U (Speech Communication & Theatre), 1973. Ph.D. 27171*

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Iles, Robert L. Perception of Vocal Effort: The Influence of Vocal Fundamental Frequency and Vocal Intensity. U of Florida (Speech), 1973. Ph.D. 27173

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Jordan, Linda L. S. Performance of Subjects with Good and Poor Articulation. U of Iowa (Speech Pathology and Audiology), 1972. Ph.D. 27175

Kahlstrom, Lee A. Asymmetry of Ear Performance on Two Listening Tasks As Effected by Intensity Variation. U of Nebraska-Lincoln (Speech & Dramatic Art), 1973. Ph.D. 27176

Keating, Laurel. An Experimental Study of the Effect of Intonation Patterns on Listener Response. Syracuse U (Television-Radio), 1973. Ph.D. 27177

Kelly, Dan Hughes. Oral Vibrotactile Sensation: An Evaluation of Normal Articulating Children and Children with Defective Articulation. Ohio U (Hearing and Speech Sciences), 1973. Ph.D. 27178

Klich, Richard J. Acoustical and Physiological Correlates of Autophonic Level, Loudness, and Effort Level. U of Iowa (Speech Pathology and Audiology), 1973. Ph.D. 27179

Kneil, Thomas R. Subglottal Pressures in Relation to Chest Wall Movement During Selected Speech Samples. U of Iowa (Speech Pathology and Audiology), 1972. Ph.D. 27180

Kruse, Robert J. Experimeter Effects on Stuttering During Self-Administered Time-Out Punishment. Temple U (Speech), 1972. Ph.D. 27181

Kuehn, David P. A Cinefluorographic Investigation of Articulatory Velocities. U of Iowa (Speech Pathology and Audiology), 1973. Ph.D. 27182

Lapps, Albert Vernon. An Experimental Study of Two Methods of Administering A Remedial Voice and Articulation Program. Ohio U (School of Interpersonal Communication), 1973. Ph.D. 27183*

Leidy, Gordon. Speech Competing Messages: The Effect of Similarity in Meaning on Speech Perception for Hearing Impaired Listeners. Case Western Reserve U (Speech Communication), 1973. Ph.D. 27184

Lewis, Richard G. Short-term Auditory Memory Ability in Hard of Hearing Children. Northwestern U (Communicative Disorders), 1973. Ph.D. 27185*

Lewnau, Elaine. Bidialectual Skills of Black Children. Teachers College, Columbia U (Speech Pathology and Audiology), 1973. Ed.D. 27186

Loavenbruck, Angela. The Measurement of Speech Thresholds Using Bekesey Audiometry. Teachers College, Columbia U (Speech Pathology and Audiology), 1973. Ed.D. 27187

Lonegan, Charles. An Investigation of the Transmission of Relative Sound Pressures of Phonated Vowel Sounds of Selected Locations of the Head and Neck. Michigan State U (Audiology and Speech Sciences), 1973. Ph.D. 27188

Loovis, Carl Francis. Monotic and Dichotic Perception of (0-500 MSECS) Time-Staggered CV Monosyllables. Louisiana State U—Baton Rouge (Speech), 1972. Ph.D. 27189•

Lowry, Jean B. A Test of the Regression Hypothesis: Receptive-Expressive Language Performances of Adult Aphasics and Children. Kent State U (Speech), 1973. Ph.D. 27190•

MacWhinney, Brian J. How Hungarian Children Learn to Speak. U of California, Berkeley (Rhetoric), 1973. Ph.D. 27191•

McCarren, Kathleen Marie. Auditory Evoked Potentials from Preadolescent Rhesus Monkeys. Florida State U (Habilitative Sciences), 1973. Ph.D. 27192•

McKenzie, Earl Ray. An Alternative to Electric Shock for Modifying Maladaptive Behaviors of the Mentally Retarded. Florida State U (Habilitative Sciences), 1973. Ph.D. 27193•

McNutt, James C. Perceptual and Motor Performances of Articulatory Defective and Normal Speakers. Kent State U (Speech), 1973. Ph.D. 27194

Mitchell, Lilian McGregor. An Investigation of the Perceptual Structure of Sixteen Prevocalic English Consonants Embedded in Sentence Material. Ohio U (Hearing and Speech Sciences), 1973. Ph.D. 27195

Mitchell, Patricia D. A Test of Differentiation of Phonemic Feature Contrasts. City U of New York (Speech and Hearing Sciences), 1973. Ph.D. 27196•

Monkhouse, Kay M. L. The Effect of Systematic Variation of Sentence Complexity on Psychological Judgments and Measures of Complexity. U of Iowa (Speech Pathology and Audiology), 1972. Ph.D. 27197

Moore, Walter H. The Right Cerebral Hemisphere: Its Role in Linguistic Processing in Aphasia. Kent State U (Speech), 1973. Ph.D. 27198

Murphy, Michael W. An Evaluation of Judged Expectancy of Stuttering. U of Iowa (Speech Pathology and Audiology), 1972. Ph.D. 27199

O'Leary, Emmett L. An Investigation of Receptive Language Deficiency in a Male Prison Population. U of Nebraska-Lincoln (Speech & Dramatic Art), 1972. Ph.D. 27200

Onufrak, John A. Stutterer's and Nonstutterer's Location of Clicks Superimposed on Sentences of Various Types. State U of New York at Buffalo (Speech Communication), 1973. Ph.D. 27201•

Orchik, Daniel Joseph. Comparison of Pure-Tone, Warble-Tone, and Narrow-Band Noise Thresholds of Young Normal-Hearing Children. Michigan State U (Audiology and Speech Sciences), 1973. Ph.D. 27202•

Parker, William L. Temporal Summation of the Acoustic-reflex Threshold: A Possible Indicator of Cochlear Abnormalities. U of Florida (Speech), 1973. Ph.D. 27203

Putnam, Anne B. Articulation with Reduced Oral Sensory Control: A Cineradiographic Study. Purdue U (Audiology and Speech Sciences), 1973. Ph.D. 27204•

Reis, Ronald P. The Effects of Selected Vocal Characteristics on Stuttering Severity. Kent State U (Speech), 1973. Ph.D. 27205

Ringler, Norma. Mothers' Language to their Children and to Adults over Time. Case Western Reserve U (Speech Communication), Ph.D. 27206

Rink, Timothy LaVerne. An Exploration of the Relationship Between a Hearing Protective Device and Speech Discrimination Performance for Persons with Sensori-Neural Hearing Loss. Ohio State U (Speech Communication), 1973. Ph.D. 27207•

Ronson, Irwin. The Relationship Between Stuttering and Selected Sentences Types. City U of New York (Speech and Hearing Sciences), 1973. Ph.D. 27208•

Sandness, Donald L. A Comparison of Written Language of Stutterers and Nonstutterers. U of Utah (Communication), 1973. Ph.D. 27209•

Seidemann, Michael F. Enhancement of the Auditory Evoked Response by Conditioning. Florida State U (Habilitative Sciences), 1973. Ph.D. 27210•

Smith, Kenneth Gordon. Temporal Factors Associated with Measurements of Oral Stereognosis. Michigan State U (Audiology and Speech Sciences), 1973. Ph.D. 27211•

Stephens, Myrna Mannila. Influence of Audiometric Configuration on Pure-Tone, Warble-Tone, and Narrow-Band Noise Thresholds for Adults with Sensorineural Hearing Losses. Michigan State U (Audiology and Speech Sciences), 1973. Ph.D. 27212•

Stigora, Joseph A. Variations in Stuttering Frequency During Adaptation as a Function of Selected Phonemic Cues and Their Properties. Bowling Green State U (Speech), 1973. Ph.D. 27213*

Swigart, Elca. Hearing Sensitivity and Speech Intelligibility of Cleft-palate Children and Non-cleft Siblings. Ohio State U (Speech Communication), 1972. Ph.D. 27214*

Thompson, Nickola W. Comprehension of Spoken Language by Normal Children as a Function of Speaking Rate, Sentence Difficulty and Listener Age. Wichita State U (Logopedics), 1973. Ph.D. 27215*

Thorum, Arden R. A Comparative Study of Certain Audiolinguistic Skills of Children With Two Selected Types of Deficits. U of Utah (Communication), 1973. Ph.D. 27216*

Tibbits, Donald Fay. Temporal Adjoining as an Aspect of Linguistic Development. U of Missouri—Columbia (Speech and Dramatic Art), 1973. Ph.D. 27217*

Tillis, Cecil H. The Effect of "Interconsonantal Distance" Upon the Recall of Prevocalic Consonants and Clusters. Ohio State U (Speech Communication), 1973. Ph.D. 27218*

Trout, Susan Struve. A Neuropsychological Approach to the Analysis of Written Spelling Disorders. Northwestern U (Communicative Disorders), 1973. Ph.D. 27219

Tull, Barbara M. Analysis of Selected Prosodic Features in the Speech of Black and White Children. Ohio State U (Speech Communication), 1973. Ph.D. 27220*

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Wiley, Terence L. Temporal Features of Auditory Adaptation. U of Iowa (Speech Pathology and Auidology), 1972. Ph.D. 27222

Williams, David K. Perceptual Skills in Children with Two Types of Articulatory Errors. U of Missouri—Columbia (Speech and Dramatic Art), 1973. Ph.D. 27223*

Williams, Faye A. Development of the Cognitive, Affective, and Behavioral Dimensions of Linguistic Attitudes within a Homogeneous Speech Community. U of Southern California (Speech Communication), 1973. Ph.D. 27224*

Winkler, Henry J. A Study of the Intonation Patterns of Black and Standard English Speaking Children in a Formal and Informal Situation. U of Southern California (Speech Communication), 1973. Ph.D. 27225*

Woerl, Mary L. An Experimental Investigation of the Effects of Rhythmical Speech Patterns in Prose and Verse on Misarticulations of the Phoneme /r/. Ohio State U (Speech Communication), 1973. Ph.D. 27226*

Zimmerman, Gerald N. Slow Potentials of the Brain Related to Speech Processing. U of Iowa (Speech Pathology and Audiology), 1973. Ph.D. 27227

SPEECH SCIENCES

Masters Theses

Abrahamson, Judy Elaine. An Examination of the Stapedius Reflex and Reflex Decay as Age Related Phenomena. U of Texas—Austin (Speech Comunication), 1973. M.A. 27228

Adams, Virginia S. Pitch Matching Skills in Children with Speech Problems. Moorhead State College (Speech), 1973. M.S. 27229

Alfonso, Peter J. Differentiating Phonemic and Spectrographic Speech Characteristics of DAF Susceptibility. Western Michigan U (Speech Pathology and Audiology), 1973. M.A. 27230

Allen, Sidney. A Distinctive Feature Analysis of the Phonemic Output of Functional Articulatory Defectives Subdivided into Motor and Nonmotor Groups. U of Texas—Austin (Speech Communication), 1973. M.A. 27231

Ament, Susan. The Combined Effect of Phase Shifting and Low-Pass Filtering on Intelligibility. U of California, Santa Barbara (Speech), 1973. M.A. 27232

Anderson, Gary D. A Study of Normal Children's Discrimination Responses in Noise to the PBK Word Lists. U of Montana (Speech Pathology and Audiology), 1972. M.A. 27233

Baird, Mary Phyllis. Body Part Speech Reception Threshold Test. Central Michigan U (Speech and Dramatic Arts), 1973. M.A. 27234

Baker, Carol M. The Effect(s) of a Psychological Variable(s) upon Noise-Induced TTS. Central Michigan U (Speech and Dramatic Arts), 1973. M.A. 27235

Barber, Joseph M., III. Linguistic Sensitivity in Infants as Measured by Non-nutritive Sucking. U of Florida (Speech), 1973. M.A. 27236

Bartosh, Ilene Ann. An Investigation of Peer Reactions to Stuttering Among Adolescents. U of Texas—Austin (Speech Communication), 1973. M.A. 27237

Beach, Brenda Lynn. The Effects of Delayed Auditory Freedback on the Speech of Aphasic Patients. Ohio State U (Speech Communication), 1973. M.A. 27238

Bean, Carol F. Programmed Fluency: A Self-Administered Program for Stutters. U of Vermont (Communication and Theatre), 1973. M.S. 27239

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Thorne, Catherine B. A Study of the Relationship between Syllable Rate and Fluency. U of Montana (Speech Pathology and Audiology), 1973. M.A. 27450

Tolson, William D. Threshold Testing VS Screening in Hearing Conservation Programs. Kent State U (Speech), 1973. M.A. 27451

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Warren, Susan P. Effect of Clinician's Oral Language On Non-verbal Performance of Language-Disordered Children. U of Florida (Speech), 1973. M.A. 27454

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Wegner, Letitia I. An Investigation into the Relationship Between Functional Articulation Problems and Selected Motor and Perceptual-Motor Skills. Central Michigan U (Speech and Dramatic Arts), 1973. M.A. 27456

Weinrich, Barbara. An Assessment of the Effectiveness of Training on Speech Pathologists in Public Schools Using a Specific Evaluation Technique. U of Cincinnati (Speech Pathology), 1973. M.A. 27457

Weldele, Frank. An Investigation into the Relationship of Aided Speech Tests to Paired Listener Judgment of Hearing Aid Transduced Speech. Kent Speech U (Speech), 1973. M.A. 27458

Whitt, Ruth Ellen Calhoun. Comparison of Black and White Children Enrolled in Public School Speech Therapy in Austin, Texas. U of Texas—Austin (Speech Communication), 1973. M.A. 27459

Widner, Anna L. Auditory Sensitization and Desensitization during Acoustic Signal Detection Tasks in the Monotic and Dichotic Conditions. Purdue U (Audiology and Speech Sciences), 1973. M.S. 27460

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Winter, Yvonne. Acquisition of Certain Prepositions in Children. U of Iowa (Speech Pathology and Audiology), 1973. M.A. 27462

Wojick, Kathleen Robinson. Changes in a Mother's Speech to her Language Learning Child. Herbert H. Lehman College, City U of New York (Speech and Theatre), 1973. M.A. 27463

Young, Rebecca Martin. The Intonation, Articulation, and Speaking Rate of Black and White Speakers from Southern Universities. Ohio State U (Speech Communication), 1973. M.A. 27464

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Bailey, Leon Edwin. The Acting Career of Walter Huston. U of Illinois (Speech Communication), 1973. Ph.D. 27466

Baxter, Marilyn Ruth. Modern Woman as Heroine in Representative Plays by S. N. Behrman. U of Wisconsin-Madison (Theatre and Drama), 1973. Ph.D. 27467*

Beachman, Richard Clayton. Theatre of Fact: A Study of Plays Dramatizing Contemporaneous Events. Yale U (School of Drama), 1973. D.F.A. 27468

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Brewer, Courtney H. A History of Drama in Logan, Utah, and Neighboring Communities to 1925. Brigham Young U (Speech and Dramatic Arts), 1972. Ph.D. 27473*

Christy, James Joseph. Five Twentieth Century Productions of *Troilus and Cressida*. Stanford U (Drama), 1973. Ph.D. 27474

Coachbuilder, Deenaz P. An Analysis of the Structure and Social Relevance of Selected Plays Written in English in India, After 1946. Brigham Young U (Speech and Dramatic Arts), 1970. Ph.D. 27475*

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Coggin, Frederick March. The Pantomimes of Augustus Harris: Drury Lane, 1879-1895. Ohio State U (Theatre), 1973. Ph.D. 27477

Cole, Ailene. The Grotesque in Selected Representative Dramatists of Twentieth Century Continental Western Europe. U of Minnesota (Theatre Arts), 1973. Ph.D. 27478*

Cortez, Jerry Vincent. Fanny Janauschek: America's Last Queen of Tragedy. U of Illinois (Speech Communication), 1973. Ph.D. 27479*

D'Aponte, Miriam Gisolfi. Continuing Ritual Theatre: Religious Traditions of the Sorrentine Penisula and the Coast of Amalfi. City U of New York (Theatre), 1973. Ph.D. 27480*

Daum, Paul Alexander. The Royal Circus 1782-1809: An Analysis of Equestrian Entertainment. Ohio State U (Theatre), 1973. Ph.D. 27481

Durham, Weldon Bruce. An Invisible Armor: The United States Army's Liberty Theatres, 1917-1919. U of Iowa (Speech and Dramatic Art), 1973. Ph.D. 27482*

Farolan, Edmundo. Antonio Martinez Ballesteros and the Underground Theatre of Protest in Spain. Bowling Green State U (Speech), 1973. Ph.D. 27483*

Ferrell, David Michael. The Structural Functions of Rake Characters in Restoration Comedy. U of Missouri-Columbia (Speech and Dramatic Art), 1973. Ph.D. 27484*

Fiet, Lowell Albert. Joseph Wood Krutch (1893-1970): Humanist Critic of the Drama. U of Wisconsin-Madison (Theatre and Drama), 1973. Ph.D. 27485*

Flakes, Nanette Sue. Aesthetics of Modern Play Direction: Non-Realistic Drama from Pirandello to Pinter. U of Minnesota (Theatre Arts), 1973. Ph.D. 27486

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Fox, Philip H. Samuel Silos Curry's Theories of a Voice and Their Application to Contemporary Actor Training. Wayne State U (Speech Communication & Theatre), 1973. Ph.D. 27488

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LaVista, Daniel. An Investigation into the Influence of Ramistic Rhetoric on the Rhetorical Expression of Shakespeare's Comic Heroines. Syracuse U (Speech Education), 1973. Ph.D. 27510*

Levitt, Ronald. Comedy in the Plays of Eugene O'Neill. City U of New York (Theatre), 1972. Ph.D. 27511

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McKenzie, Douglas C. The Acting of Joseph Jefferson III. U of Oregon (Speech), 1973. Ph.D. 27517

Melebeck, Claude Bernard, Jr. A History of the First and Second Varieties Theatre of New Orleans, 1849 to 1870. Louisiana State U—Baton Rouge (Speech), 1973. Ph.D. 27518•

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Morris, William Carl. The Theatrical Writings of Henry Austin Clapp. U of Illinois (Speech Communication), 1973. Ph.D. 27520•

Moss, Arnold. The Professional Actor as Performing Guest Artist in American Colleges and Universities. New York U (Speech and Educational Theatre), 1973. Ph.D. 27521•

Mossman, Harry William. The Effects of Justification and Real-Life Consequences on Counter-Attitudinal Role-Playing in the Theatre. U of Iowa (Speech and Dramatic Art), 1973. Ph.D. 27522

Muschamp, George M., Jr. The Honolulu Theatre for Youth, 1955-1973; A Case Study of Government-Related Theatre in the Primary and Secondary Schools of Hawaii. U of Minnesota (Theatre Arts), 1973. Ph.D. 27523•

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Nelson, Kent Earl. A Survey of Dramatic Activity in Michigan Junior and Community Colleges. Wayne State U (Speech Communication & Theatre), 1973. Ph.D. 27526•

Newell, James S. A Critical Analysis of the Development and Growth of the Kenneth Sawyer Goodman Memorial Theatre and School of Drama, Chicago, Illinois 1925-1971. Wayne State U (Speech Communication & Theatre), 1973. Ph.D. 27527•

Nordvold, Robert O. Showcase for the New Stagecraft: The Scenic Designs of the Washington Square Players and The Theatre Guild, 1915-1929. Indiana U (Theatre and Drama), 1973. Ph.D. 27528

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Ostergren, Christopher. The Raid on the Boulevard: French Playwriting During the 1920's. Yale U (School of Drama), 1973. D.F.A. 27530

Pickering, Jerry Vane. The Medieval English Folk Drama. U of California—Davis (Dramatic Art), 1971. Ph.D. 27531•

Porter, Robert E. Interaction Analysis and the Rehearsal Process: Director-Actor Influence and Response. U of Michigan (Speech Communication and Theatre), 1973. Ph.D. 27532•

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Reney, G. Richard. The Dramatic Technique of the Comic Playwright Georges Feydeau. U of Missouri—Columbia (Speech and Dramatic Art), 1973. Ph.D. 27534•

Romanov, Patricia. Development of a National Theatre: A Study of Professional Indigenous Theatre in New Zealand 1945-60. U of Oregon (Speech), 1973. Ph.D. 27535

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Stillwell, Janet E. A Descriptive Study of the Kalamazoo Civic Theatre 1929-1968. U of Michigan. (Speech Communication and Theatre), 1973. Ph.D. 27546•

Stump, Walter Ray. British Parliamentary Hearings on the Theatre Between 1843 and 1909: The Struggle for a Free Stage in London Revisited. Indiana U (Theatre and Drama), 1973. Ph.D. 27547

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Todd, Therald F. The Operation of the Salt Lake Theatre 1862-1875. U of Oregon (Speech), 1973. Ph.D. 27551

Tritschler, James Joseph. Three Variations on the History Play: A Burkean Analysis. Ohio State U (Theatre), 1973. Ph.D. 27552•

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Wyman, Stephen J. A Translation and Critical Analysis of Two Plays by Alfonso Sastre. U of Michigan (Speech Communication and Theatre), 1973. Ph.D. 27563•

Yen, Joseph Chen-ying. Two Modern Chinese Dramas Translated Into English: *A Stormy Night Visitor* by Chang Yung-Hsiang and *As Eternal as Heaven and Earth* by Wu Jo Including an Introduction to Modern Chinese Drama. Brigham Young U (Speech and Dramatic Arts), 1973. Ph.D. 27564•

Zahler, William P., Jr. The Husband and Wife Relationship in American Drama from 1919 to 1939. Kent State U (Speech), 1973. Ph.D. 27565•

Zurcher, Carl D. An Analysis of Selected American Criticisms of the Plays of Arthur Miller in the Light of His Own Commentary on Drama, Purdue U (Communications), 1973. Ph.D. 27566

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Masters Theses

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Alabaster, Gloria R. Erwin Piscator and the Dramatic Workshop. C. W. Post College (Speech), 1973. M.A. 27568

Alaimo, Lawrence. The Three-Cent Serenade. U of Virginia (Drama), 1972. M.A. 27569

Anderson, Diane Alice. The Contributions of Three Directors to a Concept of Experimental Theatre: Julian Beck/Judith Malina, Paul Sills and Peter Schumann. Northern Illinois U (Theatre), 1973. M.A. 27570

Anderson, Lynn S. Eugene O'Neill's *Mourning Becomes Electra:* The Tragic I. U of Wisconsin—Madison (Theatre and Drama), 1973. M.A. 27571

Balsanck, Joseph G. The Company Concept as it Affected the Production Design of *One Flew Over the Cuckoo's Nest*. Ohio U (School of Theatre), 1973. M.F.A. 27572

Barna, Donna. *Dear Love* San Francisco State U (Theatre Arts), 1973. M.A. 27573

Beatty, Timothy S. A Study of Design Problems and Possibilities in Mounting a Production of Jean Anouilh's *Antigone*. Bowling Green State U (Speech), 1973. M.A. 27574

Bell, David Howell. *Barker*, a play. U of Virginia (Drama), 1973. M.A. 27575

Bellas, Stephen Caid. Bio-Mechanics and the Uber-Marionette: Their Inherent Similarities. Louisiana State U in New Orleans (Drama and Communications), 1973. M.A. 27576

Biehn, Donald E. Lorca: The Supreme Surrealist. An Investigation of *Blood Wedding*. Art Institute of Chicago (Goodman School of Drama), 1973. M.F.A. 27577

Boimare, Frank Peter, III. The Theatre Architecture of Normal Bel Geddes. Louisiana State U in New Orleans (Drama and Communications), 1973. M.A. 27578

Borders, Ray Donell. The Case for Dramatics in the Secondary Schools of South Carolina. U of South Carolina (Theatre), 1972. M.A. 27579

Boynton, Sandra. "Mise-en-scene Euripides." State U of New York at Albany (Theatre), 1973. M.A. 27580

Bradford, Kerry K. A Study of Women Characters in Modern Drama Showing The Influence of Biographical and Sociological Factors in the Playwrights' Portrayals. Northwestern State U of Louisiana (Speech and Journalism), 1973. M.A. 27581

Breyer, Thomas J. His Skill in the Construction: A Study of Dramaturgical Technique in Cymbeline. U of Wisconsin—Madison (Theatre and Drama), 1973. M.A. 27582

Brockway, Stephen B. Three Fausts: Analysis and Criticism. Mankato State College (Speech and Theatre Arts), 1973. M.A. 27583

Bucalstein, Paul. The Antecedents and Development of American Dramatic Ballet. California State U, Fullerton (Theatre), 1973. M.A. 27584

Burgett, Glenda Rolfs. Evaluation and Analysis of Acting in Selected Roles. Fort Hays Kansas State College (Theatre), 1973. M.S. 27585

Burroughs, Carlotta B. A Visualization of *America Hurrah* by Jean-Claude Van Itallie. U of North Carolina—Greensboro (Drama and Speech), 1973. M.F.A. 27586

Caldwell, Raymond. Characterization and Structure in the Playwriting of Brendan Behan. North Texas State U (Drama), 1973. M.A. 27587

Canepari, Dorothy N. The Anti-Hero in Selected Plays of Henrik Ibsen. Kent State U (Speech), 1971. M.A. 27588

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Compiled by
FLORA LISA MILLER

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UNIVERSITY OF PITTSBURGH
(Speech and Theatre Arts)
26473, 26492, 26585, 26843•, 26982, 27050•

UNIVERSITY OF SOUTH CAROLINA
(Theatre)
27579, 27610, 27621, 27775, 27787, 27800

UNIVERSITY OF SOUTH DAKOTA
(Communication)
26604

UNIVERSIITY OF SOUTH FLORIDA
(Speech Communication)
26454, 26674, 27102

UNIVERSITY OF SOUTHERN CALIFORNIA
(Speech Communication)
26579•, 26581•, 26586•, 26653•, 26667•, 26670•, 26837•, 26930, 26975•, 26980•, 27012•, 27026•, 27044•, 27049•, 27224•, 27225•, 27476•

UNIVERSITY OF SOUTHERN MISSISSIPPI
(Theatre Arts)
27590, 27705, 27782, 27789

UNIVERSITY OF TENNESSEE
(Speech and Theatre)
26782, 27058, 27646, 27679, 27722

UNIVERSITY OF TEXAS AT AUSTIN
(Speech Communication)
26486•, 26488•, 26546, 26659•, 26680, 26847•, 27107, 27228, 27231, 27237, 27240, 27274, 27292, 27320, 27320, 27424, 27434, 27459

UNIVERSITY OF TEXAS AT EL PASO
(Drama and Speech)
26772

UNIVERSITY OF UTAH
(Communiction)
26671•, 27036•, 27042•, 27152•, 27166•, 27209•, 27216•

UNIVERSITY OF VERMONT
(Communication and Theatre)
26623, 27239, 27257, 27269, 27271, 27273, 27291, 27294, 27296, 27314, 27435, 27440, 27449

UNIVERSITY OF VIRGINIA
(Drama)
27569, 27575, 27623, 27627, 27637, 27665, 27701, 27761, 27764, 27769, 27796

(Speech Communication)
27106, 27121

UNIVERSITY OF WASHINGTON
(Speech)
26550•, 26551•, 26658, 26920, 26990•

UNIVERSITY OF WISCONSIN—MADISON
(Communication Arts)
26580•, 26644, 26687•, 26704•, 26708•, 26746, 26752, 26764, 26771, 26780, 26786, 26787, 26794, 26821, 26856•, 26996•

(Theatre and Drama)
27467•, 27485•, 27487•, 27494•, 27541•, 27571, 27582, 27600, 27624, 27625, 27560, 27668, 27713, 27716

UNIVERSITY OF WISCONSIN—MILWAUKEE
(Communication)
26628, 26629, 26940

UNIVERSITY OF WISCONSIN—RIVER FALLS
(Speech)
26531, 27612

UNIVERSITY OF WISCONSIN—STEVENS POINT
(Communication)
26522, 26762, 27741

UNIVERSITY OF WISCONSIN—SUPERIOR
(Communicating Arts)
26509

UNIVERSITY OF WYOMING
(Communication and Theatre)
26598, 26625, 26723, 27790

(Speech Pathology—Audiology)
27249, 27337, 27345, 27378, 27399, 27419

VANDERBILT UNIVERSITY
(Hearing and Speech Sciences)
27246, 27311, 27432, 27360, 27362, 27379, 27387, 27423

WAKE FOREST UNIVERSITY
(Speech Communication and Theatre Arts)
26452, 26456, 26519, 26600, 26676, 27795

WASHINGTON STATE UNIVERSITY
(Speech Communication)
26855, 26909, 26969, 26997, 27009, 27020, 27509

WAYNE STATE UNIVERSITY
(Speech Communication and Theatre)
26487•, 26489•, 26655, 26672•, 26774, 26783, 26854•, 26862, 26901, 26915, 27163•, 27165•, 27171•, 27472•, 27488, 27490, 27496•, 27499, 27501, 27519•, 27526•, 27527•

WESTERN ILLINOIS UNIVERSITY

(Communication Arts and Sciences)

26526, 26532, 26805, 27261, 27281, 27339, 27351, 27375, 27376, 27380, 27415, 27418, 27441

WESTERN MICHIGAN UNIVERSITY

(Speech Pathology and Audiology)

27230

WICHITA STATE UNIVERSITY

(Logopedics)

27215*, 27332, 27443

YALE UNIVERSITY

(School of Drama)

27468, 27530, 27538